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SAN FRANCISCO PUBLIC SCHOOLS

REPORT OF THE SUPERINTENDENT

JUNE 1936

SAN FRANCISCO BOARD OF EDUCATION

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‡Joseph P. Nourse	*Chief Deputy Superintendent*
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Walter C. Nolan	*Deputy Superintendent*
Miss Bertha E. Roberts	*Deputy Superintendent*

*President calendar years, 1935-36
†Vice-president, calendar years 1935-36
**Resigned as Superintendent, effective June 30, 1936
‡Elected Superintendent, effective July 1, 1936
§Effective July 1, 1936

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LETTER OF TRANSMITTAL

San Francisco, California,
June 16, 1936

To the Honorable Commissioners of Education of the City and County of San Francisco.

Ladies and Gentlemen:

San Francisco Public Schools

PURSUANT to law, I present to you the report which follows, which so far as is possible covers the entire period during which it has been my privilege and pleasure to serve as Superintendent of the San Francisco Public Schools. In this sense the document is more than an annual report, covering as it does two and one-half years of service. Therefore, to a degree there is greater detail and at the same time broader scope than would be true if the report were for one year only. I have tried to portray a complete picture of what is transpiring in the San Francisco schools, to show the excellencies and the needs of our school system, and to point however simply to possible future developments.

In these introductory paragraphs I desire to discuss concisely certain items which are in some but not all cases treated more comprehensively in the body of the report. The report itself represents the work of many minds and hands. No names are signed, but in general the material in each section has been first prepared by the administrative officer in charge, edited by the director of publications so as to achieve some measure of continuity throughout the report, and finally edited both by deletion and addition by the superintendent.

Throughout the report it will be evident that everything ultimately focuses on the children of San Francisco. This is, of course, as it should be, for the schools exist for the children. All problems of finance, administration, teaching, curriculum, selection of staff, construction of buildings, purchase of supplies, what you will, must be studied and solved in terms of their effect on the children and ultimately in terms of the life those children will live as adults in this great metropolitan community. In reading the report, therefore, keep in mind always the figure of a child entrusted to our care for a goodly share of his waking hours during at least 12 of his most formative years. What happens to him which would not have happened had he not attended our schools is the important question to answer. This report attempts to answer that question in picture and text. It represents San Francisco's gift to childhood. No one knows better than we who work at educating how far short we fall of attaining that which we desire to accomplish. Also no one knows better than the superintendent how deep is the loyalty to the cause of education, how continuous in effort, how indefatigable in energy, how superlatively splendid in every way is the great body of teachers and administrators who serve in the San Francisco schools. Nothing I could say would adequately or correctly express my personal and professional admiration for those with whom it has been my privilege to work for these all-too-few months. I would be remiss, too did I not express my deep appreciation of the Board of Education individually and as a body. As I said in my letter of resignation, "My relations with the Board have been those which typify friends cooperating together in a splendid cause."

The Board of Education and teaching staff working together can achieve in San Francisco a school system second to none in its contribution toward the total welfare of the children and adults who together constitute the citizenry of the city.

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Centralization of Executive Authority

In my first letter to the Board of Education, answering the invitation to interview you and setting forth the simple conditions under which I wished to proceed, I wrote the following statement:

> *"Basic to such an arrangement, of course, must be a clear-cut and comprehensive centering of administrative authority in the superintendent."*

This statement was elaborated at our first conference during which you discussed with me the possibility of my coming to San Francisco. Inherent in the whole proposition is this fundamentally sound administrative idea: there can be but one executive head to any organization. This implies that all matters, simple or complex, as they concern relations between the Board as a body or as individuals, and the departmental staff, should clear in both directions through the superintendent. This principle is so simple that no argument is necessary. The function of the Board, representing the people of San Francisco, is to deal with Board policies as they relate to program, (e.g., establishment of a junior college); finance, (e.g., the revision of the salary schedule); curriculum, (e.g., the extension of vocational education), and the like. The function of the superintendent is to execute these policies and to administer the details involved through a professional staff which should look to the superintendent and to him only for leadership and direction.

As a matter of record, although I have nothing but praise and appreciation for the splendid cooperation which has been extended me by the Secretary of the Board, I wish it to be noted as my opinion that as long as the business affairs of the San Francisco Public Schools are administered separately from the office of the superintendent there will always be, even under the most favorable circumstances, a division of responsibility which breeds the suspicion of which I have spoken. Under unfavorable circumstances the result can be disaster. That it is one or the other is determined mainly by the personalities involved, a consideration so undependable that it ought not to be a factor in such a profoundly important matter. I wish it to be further noted that the same problem is involved in the recently approved position, "Personnel Technician". This officer is not now officially responsible to anyone unless it be the city attorney. It is recognized that the position at present is considered temporary, but the need for legal service and advice will continue. Inasmuch as the bulk of the questions arising center around personnel matters, it is my recommendation that the Board seriously consider the advisability of including in the certificated staff an administrative assistant directly charged with the responsibility of advising the superintendent concerning all legal matters, that such assistant in line with the basic principle enunciated as above be made solely responsible to the superintendent and assigned by him such duties as are appropriate, subject to the approval of the Board of Education.

The San Francisco Junior College

The establishment of the San Francisco Junior College marked the culmination of a long period of activity on the part of many civic groups who had urged for years the necessity and desirability of meeting this educational need. That the action was overdue has been evident from the opening days of the junior college. A surprisingly low rate of student mortality has kept the enrollment almost intact from the day of registration, a phenomenon explained in part by the excellent faculty and splendid curriculum offered the students. The end of the first year of the junior college finds the institution well-knit in every way despite conditions of housing not conducive to such a result; with action taken at this writing which establishes permanency on the Balboa Park site, a potential campus which is not surpassed by any junior college in the state for suitability to purpose; and certainty of a future growth in size and usefulness which guarantees that the San Francisco

Junior College will become not alone significant in the educational program of the city in which it is located but also in the junior college movement all over the West. The superintendent suggests that the Board in thinking of the long-time future of the junior college give serious consideration to the desirability of making an annex of the structure now being built at Bush and Stockton Streets as an administration building for the Fair authorities. Such an annex could be used for a down-town extension of the college devoted primarily to the housing of those classes the purpose of which is to prepare for entrance into the business and commercial occupations of the city. The building is admirably located for such a program and as planned would need but little alteration to fit it to the type of work which would be carried on. The Board should early consider also the feasibility and desirability of establishing a junior college district, separate and distinct from the high school district.

Vocational Education

Consistently since my coming to San Francisco I have advocated more adequate provision for meeting the vocational needs of San Francisco's youth and adults. The first step toward a solution has been taken with the construction of the first unit of the Agassiz School. The Board should never lose sight of the fact that this is only the first unit, and should speedily press to completion the entire plant. At the proper time steps should be taken to adopt a more fitting name for the institution than that it now bears. Agassiz, notable as he was as a scientist, does not typify in any sense that for which this school will stand. A simple and altogether appropriate designation would be "San Francisco Vocational School."

I have also consistently sought the Board's approval for adequate leadership on the administrative staff in the field of vocational education, specifically the appointment of a deputy superintendent of vocational education. I cannot overemphasize the need for provision of this leadership. There is opportunity for the San Francisco schools to match the accomplishment in this field of such cities as Milwaukee, Los Angeles, Cincinnati, Buffalo, and Pittsburgh. In dollars and cents the return to the community in terms of increased earning power far exceeds the cost. In terms of morale of citizens it is impossible to overestimate the effect on a community of men and women who have the self-respect and satisfaction which comes from the power to earn a living at vocations for which they have been trained. Such a desirable result, however, does not happen without a wisely-conceived plan. The appointment of a qualified deputy in charge of vocational education would guarantee real progress. State and Federal funds are available for paying in part the costs of such leadership as well as for sharing the salary costs of bona fide vocational teachers. The Board should not postpone an attack on this problem much longer.

The Sunshine School

An institution of which San Francisco will become increasingly proud as the years pass is the Sunshine School for crippled and physically handicapped children. Here in the most salubrious climate which the city affords, will be gathered those children for whom we cannot do too much in the attempt to help them overcome their handicaps. Around this school should be centered the loving solicitude of the Board to the end that each child may have the fullest opportunity to approach adulthood as unhandicapped by his handicap as a wise and beneficent community can provide. This solicitude must be more than sentimental. It must be so practical that it will demand at least the beginning of occupational proficiency adequate for self-support for each Sunshine graduate, with further training, possibly on some cooperative or apprenticeship basis, after schooling is finished. It must be so practical that it will demand whatever therapeutic and alleviative measures are possible

under school conditions for every child who can benefit thereby. In time as San Francisco grows it may become necessary to establish one or more additional schools with similar aims. The Sunsine School as it develops should be carefully evaluated in the light of this possibility, that all the experience gained may be used to build an even better institution when and if the time comes. In the meantime let no legitimate expense or professional service be denied these little ones for whom life will always be a struggle.

Physical and Mental Health

The report of the Committee on Community Plan for Child Welfare of the Community Chest, under the chairmanship of Charles de y. Elkus, emphasized in vigorous terms the need for more adequate health education in the San Francisco schools. Specifically it recommended the appointment of a director of health education, a recommendation in which I concurred and on the basis of which I included an item in the preliminary budget for 1936-37. This item the Board deleted. It is my judgment that reconsideration should be given this matter, for in dollars and cents dividends in terms of health are cheap for the investment required. We need skilled and trained leadership in this field from the kindergarten through the junior college. Only through such leadership is a continuity of curriculum possible.

Looking toward the future, but not too far distant, the Board should be carefully considering the place of a mental health program in our schools. Wise communities are realizing that modern conditions of living are increasingly conducive to neuroses and mental maladjustments which could be largely prevented if their incipiency could be discovered in childhood. Adequate psychiatric service for all our children is not too much to envision as a part of public education in the years ahead. Whether San Francisco should lead the way or follow along a path already blazed by a wiser community rests with the Board of Education.

Music

The appointment of a director of music was accepted with enthusiastic satisfaction not only in San Francisco but throughout the state and nation. Charles M. Dennis, known everywhere in music circles as one of the best music educators, has more than justified the appointment. It is particularly fortunate that this leadership came when it did, for the impending San Francisco Fair will throw upon the schools of San Francisco a tremendous burden musically. Beginning in August 1936 we should definitely commence our program of preparation for this interesting responsibility. The schools which still lack full instrumentation for their orchestras and bands should be immediately provided for in the forthcoming budget. Here as in almost no other aspect of school participation must long-range planning occur if the exhibition of the musical ability of San Francisco school children is to be of the calibre which it should be in a city which proudly boasts of its musical stature.

The San Francisco Fair

In the preceding paragraph I have alluded to the San Francisco Fair of 1939. It is not too soon to be making definite and detailed plans concerning the part the San Francisco schools will play in the Fair. Without question music will be an important factor. Almost as certainly art will occupy a major position. Pageantry and drama will play their parts. It is easy to vision, for example, how effectively San Francisco school children, representing fifty nations, could present a Pageant of the Nations which would tell as in no other way the cosmopolitan character of our city. Quite appropriately it is in order to appoint a committee to take the first steps, and certainly before the year is past one or more of the teaching staff should be released from teaching duties in order to devote full time to the organization of the school program.

Personnel Department

The Personnel Department touches the whole school system more intimately than any other. The superintendent feels that in the two and one-half years now ending his influence has probably been more profoundly felt in this department than at any other one point. He has been zealous to guard it against all possibility of influence inimical to the best welfare of teachers and children. In setting up the new eligible lists for junior and senior high schools every effort was made to select the best possible teachers by the fairest possible methods. It is my judgment that we succeeded far better than we had a right to expect. The teachers who have been appointed from the new list have been with rare exceptions splendid teachers and have given excellent satisfaction. The problem of assigning substitutes has been under the direct control of the director of personnel, who has had but one consideration in mind, the placing of the best qualified teacher available in the particular position involved. The result has been increasing satisfaction on the part of principals, better morale on the part of substitute teachers, and most important of all an increasingly better job of teaching. So frequently a substitute teacher means poorer teaching or a wholly or partly wasted day for the children. It has been our desire that children should commence to think of a substitute teacher as one who brings a rare and enriching experience. To an increasing degree this is coming to be true. Especially has it been so in the elementary schools, where Mrs. Alta Harris, the elementary supervisor working under Deputy Bertha E. Roberts, has devoted a considerable share of her time to conferences and supervision of substitute teachers with truly surprising results. The recent action of the Board in making the director of the department a deputy in charge of personnel is a recognition not only of the importance of the duties and responsibilities of this office but also of the splendid ability and integrity of Howard McDonald.

It goes without saying that the superintendent must have the complete confidence of the Board and their thorough cooperation in all problems of personnel. There can be no divided authority.

Automatic Salary Increment

No action the Board of Education has taken has been more productive of heightened morale in the teaching staff than the resumption of the principle of the annual salary increment. When the scale which existed in 1930 is fully restored it may be truly said that the principle has been completely reestablished. Certain problems will still remain to be studied and a solution devised, however, before it can be said that San Francisco has an entirely satisfactory salary schedule. The schedule as now set up provides for disproportionate increases every third year, a factor included in the schedule on the assumption that certain professional accomplishment would be attained as a condition of salary advance at those points. This I believe to be sound and defensible. Immediate attention should therefore be given to this aspect of the schedule to the end that explicit standards may be adopted controlling such advances, and the staff commence to reap the benefit of professional up-grading implied. If the principle of annual or increment is accepted as sound for teachers it follows that it is equally sound for administrators. The Board, therefore, should earnestly consider the wisdom of including in the theory of automatic increases all members of the certificated staff not now so included, not excepting the superintendent and his deputies. The range of salaries need not be so great between minimum and maximum for the higher brackets, but there is a value to be gained by favorable consideration of such a policy out of all proportion to the money involved, particularly when it is realized that San Francisco's administrative salary schedule is far out of line with cities of comparable size and wealth.

Rerating and Salary Suits

The necessity for early settlement of this wretched situation is imperative. I can think of no conditions which are so conducive to disintegration of morale as the continuance of the present situation. So far as I can see, we are but little nearer the solution of the difficulty than we were when I took office over two years ago. Justice in this case moves with feet too leaden to be defended. For the sake of the children and the teachers of San Francisco the Board should not rest until the litigation is settled.

Clerical Help for Administrative Staff

This is a matter which has concerned me considerably during my two and one-half years. It constitutes one item of "overhead" which seems so easy to eliminate in whole or in part in the legitimate attempt to economize. I do not know what the situation was in years gone by, but I am convinced that we are practicing a false economy to a certain extent in our policy relative to clerical assistance. Principals of class B schools, for example, to whom we pay an average salary of $3720, spend an altogether disproportionate amount of their time answering telephones, compiling reports, running errands, and a host of routine duties which could be effectively handled by a moderate salaried clerk. The time thus freed could be used for the real responsibilities of a principalship: supervision, teacher-training, individual counseling, real professional leadership. The same is true in greater degree with the directors and deputies. We are paying high salaries to individuals, whose hours should be devoted to productive supervision and direction, who because of lack of clerical assistance are forced to give those hours to filing and telephoning and office detail which a good clerk could discharge efficiently. By this policy we save a few thousand dollars a year, but the educational loss cannot be computed. The Board must face this problem in terms of its educational as well as its financial implications.

Assistant to the Superintendent

Shortly after I took office I requested the appointment of an educational assistant. The response of the Board was to wait six months and see if I could not get along without one. I got along without one, but in my judgment at a great cost in real efficiency and leadership. Again it was a matter of false economy, paying a superintendent's salary for an assistant's work. For one year I have had such assistance, but as I write this report there is opposition on the Board to continuing the same assistance to my successor.

Let me put before the Board a few of the major problems which have confronted the superintendent during recent months:

a. *Whether or not there should be a junior college in San Francisco, and if so where, when, and of what kind?*
b. *The budget for 1934-35, 1935-36, and 1936-37.*
c. *Study and approval of building projects under the bond issue.*
d. *The future of Girls High School.*
e. *The future of Lowell High School.*
f. *The vocational education program for San Francisco.*
g. *The revision of the salary schedule.*
h. *The reorganization of the administrative staff.*
i. *The modification of the school calendar.*
j. *The influence of population trends in general, and the building of the bay bridges in particular, as they affect school population in San Francisco.*
k. *The development of adult education.*
l. *The part to be played by the schools in the San Francisco Fair.*

m. *The revision of the Rules of the Board of Education.*

n. *Problems of selection and promotion of teachers.*

o. *The reorganization of the secondary curriculum.*

These are not simple problems. They cannot be solved without careful study and reflection based on help from many sources. They take time. With one or two exceptions, they deal with the future, and a long range rather than an immediate future. So far as is humanly possible, we must make no mistakes concerning them.

Added to these problems, and many others that could be listed, ranging from listening to a mother who has a complaint against a principal to meeting the situation resulting from a fire in Lowell High School, is the responsibility of getting into the schools.

The assistant to the superintendent you authorized in May 1935 has freed me from many of the chores which took so much time. He has conserved my time and energy out of all proportion to his cost. The Board of Education should unquestionably continue his appointment as an investment which would guarantee better service from the new superintendent.

Division of Publications

The creation of a director of publications and the appointment of George G. Mullany thereto is a source of great satisfaction to me. Elsewhere in this report are set forth some of the accomplishments of this division. This report is one responsibility of the director of publications, as is the editing of the weekly bulletin. No brief record, however, could completely describe the multiplicity of tasks which devolve upon such an officer, nor the endless hours which must be spent continuously to keep newspaper representatives adequately informed of the ramifications involvd in even the simplest of stories, or radio editors patient while inexperienced readers and performers whip their material into acceptable form, or American Education Week committees working together toward adequate presentation of the story of education in a great city. Day and night, Sundays and holidays, this work must go on. The budget must be interpreted, the new salary schedule simplified for the newspaper reader, the dedication of a new school building must be covered, the editor given the background for an editorial on sabbatical leave for teachers, the various statistical reports made interesting to the layman, the 6–3–3 plan described in detail, the changes in the school calendar made clear, the Board members and the staff invited to grant interviews, radio speeches written, radio programs devised, motion pictures taken for Public Schools Week—and so it goes. The Board gets no better returns for the money spent than the results attained through a good department of publications.

Alphabetical Agencies

To what extent the schools should teach the alphabet is always a question that disturbs educators and parents. A question which promises to disturb Boards of Education even more resides in the great number of governmental agencies which impinge on education — SERA, EEP, WPA, CCC, etc., the number continues to grow. The San Francisco Board of Education has very wisely refrained from any but a most unofficial relationship with the various educational projects which have been from time to time set up to solve problems of work relief. It seems reasonable to anticipate that for a number of years the problem of unemployment will be met at least in part by plans comparable to those now existing. What must be guarded against is the tendency, in the name of relief, to include as part of a regular school program activities which would otherwise merit little consideration. Recent newspapers carry the information that WPA workers are organizing "to fight for job-security and the continuance of WPA projects on a permanent, full-time basis,

devoted to useful, socially-significant work." The educational project workers may be expected to follow such a lead if it develops very far. Already communities in other sections of the country find themselves saddled with questionable and unnecessary programs which Boards of Education have unwittingly encouraged in the belief that their temporary character obviated careful consideration of their true educational value. It would seem to be a safe procedure to keep entirely clear of participation in any project which the Board is not willing to accept as a legitimate part of its own regular program of education from the beginning. Schools are for education of children and adults, not for relief of unemployment. If a Board of Education wishes to reduce unemployment of qualified teachers let it reduce the size of classes and add teachers accordingly. But let it not in the name of education open school buildings to projects whose value must finally be judged by whether or not men and women are put to work irrespective of the real educational values or needs involved.

Administrative Building

San Francisco is rapidly approaching a point of stability in its building program. One more high school, possibly two additional junior high schools, a few replacements of obsolete elementary structures and the problem of future building will be determined by population growth. It is entirely proper, therefore, that the Board should give serious and early consideration to the matter of an administration building. It is only a matter of time until the present quarters will no longer be available. They are already inadequate as regards space and they have at best represented a makeshift arrangment of offices in quarters quite unfitted for such use. The administration offices should be housed on a centrally located site in a building of simple dignity and beauty, typifying in its architecture and arrangements the respect and honor the city accords to its school system. As evidence of its place in the municipal life of San Francisco it would be fitting that such a structure should be part of the Civic Center. The Board might well investigate immediately the possibility of securing one or another of the few remaining vacant parcels of land still available in the Civic Center and setting it aside for the future home of the Board of Education and its administrative staff.

Contract for Superintendent

The school code specifically provides (Sec. 2.92) that school superintendents shall be elected for a four-year term. The San Francisco Charter provides that the superintendent shall serve at the pleasure of the Board of Education. I believe that if brought to issue the school code would be found to have priority over the Charter. Whether or not this would happen, it is neither wise nor proper that a great city should place its superintendent in such a position. The present superintendent, on leave of absence from a university position, had no hesitancy in accepting appointment in terms of the Charter. It is questionable whether or not a man qualified to carry the responsibilities involved should be required to accept appointment except on terms such as are implied in the School Code.

The Board should immediately take the proper steps to see that a suitable amendment to the Charter is prepared and presented to the electorate at the next election.

Respectfully submitted,

Edwin A. Lee

Superintendent of Common Schools in and for the
City and County of San Francisco

NEW GEORGE WASHINGTON HIGH SCHOOL TO OPEN AUGUST 1936

PHILIP LEE BUSH
Chairman, Finance Committee

MRS. LLOYD DINKELSPIEL
Chairman, Educational Bureaus

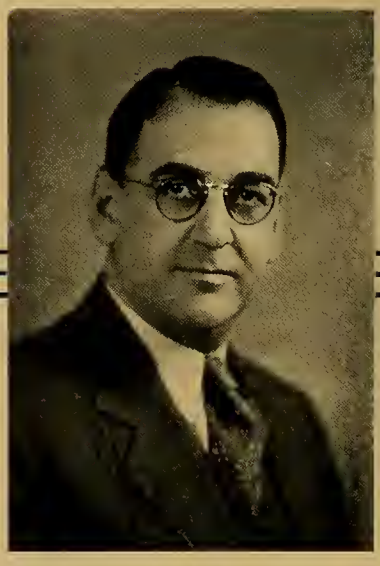
RICHARD E. DOYLE
Chairman, Physical Properties

COMMISSIONERS OF EDUCATION

C. HAROLD CAULFIELD
President, 1935-1936

CHARLES A. DERRY
Chairman, Rents and Insurance

MRS. EDWIN R. SHELDON
Vice-President 1935-1936



WM. F. BENEDICT
Chairman, Welfare Committee

Joseph P. Nourse Named Superintendent

SELECTION of a superintendent of schools, establishment of the San Francisco Junior College, restoration of salaries to the 1930 level, improvement of educational facilities by the erection of ten new schools, including the Agassiz Vocational School—these and many other major problems confronted the San Francisco Board of Education during the past two school years.

Joseph P. Nourse, principal of Galileo High School since it was founded in 1921, was named superintendent of schools, effective July 1, 1936, at a meeting of the Board of Education held on May 11. The election of Mr. Nourse was voted unanimously after he was nominated on motion of Philip Lee Bush, seconded by Mrs. Edwin R. Sheldon. Mr. Nourse succeeded Superintendent Edwin A. Lee, who resigned in December 1935 to become director of the National Occupational Conference with headquarters in New York. John F. Brady, principal of Everett Junior High School, was named chief deputy superintendent of schools, effective July 1, 1936, succeeding to the vacancy created in February 1935 by the promotion of A. J. Cloud to the presidency of the San Francisco Junior College.

Superintendent Named

In appointing Mr. Nourse, the Board of Education gave recognition to service and promotion within the ranks. A mild-mannered, soft-spoken scholar, Mr. Nourse has commanded the respect and admiration of both parents and pupils in San Francisco since he entered the schools here as a regular teacher. Mr. Nourse was first invited to join San Francisco's School System in 1901 to teach Latin and Greek at Lowell High School. Eight years later he was appointed head of the classical languages department there.

His interest in military training having been strong from the time he chose Stanford instead of an appointment to West Point, Mr. Nourse organized the Lowell unit of the High School Cadets in 1915, and two years later was invited to command the entire San Francisco organization of cadets.

With his return to school duty after the Armistice ended his service with the Officers' Training Camp at the Presidio here, Mr. Nourse believed the time had come to organize an R. O. T. C. unit in the San Francisco high schools. In 1919 his request, sanctioned by the Board of Education, to the War Department was granted, as well as a further request for a regular army officer as director. Major Winfield S. Overton was detailed to the command, and together, Mr. Nourse and Major Overton organized San Francisco's R. O. T. C. with the High School Cadets as a nucleus.

At this time Mr. Nourse wished to return to his chosen field as a teacher, and asked—his only personal request for appointment—to be sent to Humboldt Evening High School, where he gained valuable experience with evening high schools and the field of adult education.

Organized Galileo School

Mr. Nourse's fourth proffered appointment was to the High School of Commerce as vice-principal, where he remained until September 1920, when he was named principal of Polytechnic High School during James E. Addicott's absence.

With Mr. Addicott's return, Mr. Nourse was immediately asked by the Board of Education to become principal and organizer of the proposed Galileo High School, which opened in 1921 in the old Red Cross buildings in the Civic Center.

Mr. Nourse was born and received his early education in Academia, Pennsylvania. Coming to Santa Ana, California, with his family as a boy, he was graduated

from Santa Ana High School, and then attended Stanford University, where he received his degree in 1897.

He returned to Santa Ana to teach three years, and then went to the University of California to study Greek preparatory to joining the American School of Classical Studies in Athens. It was while at the University of California that Mr. Nourse was given his first appointment by the San Francisco Public Schools and made his first decision in favor of teaching young people rather than studying ancient customs.

Mr. Nourse married Miss Minnie Sylvester, then a student at Stanford University and one of his former students during his first teaching days in Santa Ana, shortly after he came to San Francisco. They have three children. Their son, Lieutenant Robert S. Nourse, studied at Stanford before being appointed to West Point in 1922 by the late Congressman Julius Kahn, and is now stationed at Schofield Barracks, Hawaii. Their daughters, Mrs. Frank Q. Goodell (Barbara Nourse), whose husband also received a commission from West Point and is now detailed to Fort Lewis, Washington, and Joan Nourse were both graduated from Stanford University. Mr. and Mrs. Nourse are also the grandparents of Robert Hugh Nourse and Joseph P. Nourse Goodell. Mr. Nourse is the brother of Judge John T. Nourse, presiding justice, District Court of Appeals; Bayard E. Nourse, of the Fireman's Fund Insurance Company, and the late James R. Nourse.

Graduate of Stanford

Mr. Nourse served one term as president of the San Francisco Principals' Association, and three terms as president of the San Francisco Teachers' Association. Recently, he has been an active member of the Affiliations Committee of the California Secondary School Principals' Association, a group composed of eight California principals and eight members of the faculty of the University of California.

Mr. Nourse's program of counseling and guidance was organized at Galileo High School before the need for student guidance was widely recognized as an important part of San Francisco's education program.

Commenting editorially on the appointment of Mr. Nourse, the San Francisco Chronicle said:

"The schools and the school children of San Francisco are to be congratulated on their new superintendent. The Board of Education has chosen a man of character, personality and proved administrative ability. Nothing flashy about Joseph Pomeroy Nourse; he is a quiet, modest man, but his qualities are sound and solid, and all who know him like him for them.

"The new superintendent's record is here in San Francisco, 35 years of it in this school department. He has been tried in various capacities and has succeeded in all of them. In the latest, the principalship of the Galileo High School, which he organized and which has never had any other principal, his managing ability has been outstanding. The administrative skill Mr. Nourse showed at Galileo, his talent for choosing good assistants and working with them whole-heartedly was one of his strong recommendations for the larger task of superintendent.

Editorial Comment

"Another strong recommendation—this seems to be no secret—was the fact that in all his years in the department Mr. Nourse has kept himself clear of the cliques and the intrigue that at times have been the bane of the San Francisco schools. He has been too busy with education and school administration to have time for school politics. This recommended him to the Board.

"It may be well said that Mr. Nourse's advancement to the superintendency is a testimonial to the superiority of character, ability and hard work over the arts of intrigue. All Mr. Nourse's promotions in the department have come in the same way and for the same reasons. It is well for the schools when such is the policy.

"Congratulations are due to the Board of Education, too."

The newly elected chief deputy superintendent, Mr. Brady, is a member of the State Curriculum Commission, the governing body in charge of basic curriculum in all California schools. He was graduated from St. Mary's College in 1906; from the University of California in 1909; from Hastings College of the Law in 1910.

He practiced law in San Francisco for 12 years and in 1922 he became a member of the faculty of Galileo High School, where he remained until 1928, when he was nominated for the principalship of Everett Junior High School by Joseph Marr Gwinn, then superintendent of schools.

Mr. Brady is recognized both in San Francisco and throughout the State as one of the outstanding leaders in education. He is vice-president of the California Teachers' Association; was president for three terms of the San Francisco Teachers' Association, and in 1935 was named a member of the State Curriculum Commission. He has been a member of the San Francisco Retirement Board since 1929, and since 1931 has served as its president.

Chief Deputy Named

He was born in San Francisco in 1886. In 1912 Mr. Brady married Miss Alice Hughes. The Bradys have two children, a daughter, Marian, who was graduated from the University of California in 1935, and a son, Jack, who is now attending college.

The Board also voted, upon recommendation of Superintendent Lee, to consolidate the positions of deputy superintendents in charge of junior and senior high schools, effective July 1, 1936, and named John C. McGlade, deputy superintendent in charge of senior high schools, to the consolidated position. Mr. McGlade has been a member of the certificated staff in San Francisco since January 1924, as a teacher in Part Time High School, as vice-principal of the High School of Commerce in 1925 and since 1927 as deputy superintendent in charge of high schools.

Another major change was the creation of a deputy superintendency in the personnel division. In recognition of the service he rendered as a director in this division, Howard McDonald was appointed to the new position at the May 26, 1936 meeting, effective July 1, 1936. Mr. McDonald was originally named as a director by Superintendent Lee in April 1934. He was formerly vice-principal of Balboa High School. He has been a member of the staff since 1924, when he began as a teacher in Mission High School.

Commissioners Reappointed

In recognition of valuable services rendered, his Honor, Mayor Angelo J. Rossi, reappointed as Commissioners of Education Hon. Philip Lee Bush and Hon. William F. Benedict, prior to the expiration of their terms, in January 1935 and January 1936, respectively. Both nominations were confirmed by the electors in accordance with the charter provision governing the appointment of Commissioners of Education.

Hon. C. Harold Caulfield was elected to serve as president of the Board of Education and Mrs. Edwin R. Sheldon as vice-president for the calendar year 1935. The service rendered by Mr. Caulfield as president and Mrs. Sheldon as vice-president was so satisfactory that they were nominated by their colleagues for a second year, which they are now serving to the satisfaction of the schools and the community as well. President Caulfield began his service on the Board of Education in January 1933. By reason of his qualifications as an attorney he has also served continuously as chairman of the legal committee of the Board.

Mrs. Sheldon has served as a member of the Board of Education since February 20, 1934. Mrs. Sheldon was named chairman of the important Educational Functions Committee in April 1935, in which capacity she has since served.

Construction of new school buildings and repair of others has been under the responsible directing leadership of Hon. Richard E. Doyle, chairman of the physical

properties committee. Mr. Doyle has been a member of the Board of Education since February 11, 1932. He also serves as a member of the Educational Functions Committee of the Board.

The death of Commissioner Mary Prag, on March 17, 1935, to which reference is made elsewhere in this report, ended a long career of distinguished service to the cause of education.

Mrs. Lloyd W. Dinkelspiel, active in community life, was appointed by His Honor, Mayor Angelo J. Rossi, on April 11, 1936 to succeed to the unexpired term of Mrs. Prag, ending January 8, 1937.

Mrs. Dinkelspiel was formally inducted as a member of the Board of Education at the Tuesday, April 16, meeting. She was accompanied to the meeting by Mrs. Edwin R. Sheldon, ranking woman member of the Board.

The ceremony was opened upon the presentation to Mrs. Dinkelspiel of a certificate of appointment to membership on the Board of Education. In receiving Mrs. Dinkelspiel, President Caulfield spoke in part as follows:

Death of Mrs. Mary Prag

"Mrs. Dinkelspiel, we value the wisdom of the Mayor in selecting you to serve on this Board of Education with us, because we feel that you bring to us something that this Board needs. You bring a spirit of willingness; you bring the energy of your youth, and you bring your experience and the ability of your intellect. We know of your work in matters that appeal to the citizens at large, and which are not selfish projects but which are for the general good. We know of your work on the Board of Directors of Mills College; and we feel that it was those qualities, coupled with your personal charm and the ability that you bring here, that impelled the Mayor to appoint you. We want you to feel that while my words of welcome are short and simple, they are sincere, and we hope that you will enjoy your association with us as greatly as we look forward to the pleasure of ours with you."

A motion by Mrs. Sheldon that the expressions of Mr. Caulfield be transcribed upon the minutes of the meeting as the feelings of each member of the Board of Education was seconded by Commissioner William F. Benedict and carried unanimously.

Responding Mrs. Dinkelspiel said:

"I feel very honored by Mayor Rossi's confidence in me and hope to justify it. I am taking on this new work with an open mind, and a great desire to use sound judgment. I know that I cannot take Mrs. Prag's place, but I hope to be able to live up to her fine ideals, and, as experience comes, to carry on in a small way some part of her activities."

Remarks of Mrs. Dinkelspiel

Mrs. Eric W. Hammond, president of the Second District, California Congress of Parents and Teachers, and Mrs. George Simpers, a member of the Educational Committee of the same organization, who were present representing the organization, welcomed Mrs. Dinkelspiel to her new position on behalf of the parent-teacher group.

President Caulfield appointed Mrs. Dinkelspiel to membership on the Educational Functions Committee of the Board.

Mrs. Dinkelspiel enjoys the distinction of being the youngest citizen ever named to sit as a member of the Board of Education since that body was formed 83 years ago. She is a San Franciscan and a graduate of Mills College. She is the mother of two children, Frances, aged six, and Lloyd, Jr., aged four. For many years Mrs. Dinkelspiel has been very active in Community Chest work; is the president of the Women's Auxiliary of Mt. Zion Hospital and treasurer of the Girls' Club, a Chest agency. She is a member of the board of directors of Mills College. Mrs. Dinkelspiel is the wife of Lloyd W. Dinkelspiel, San Francisco attorney, and is the daughter of the late I. W. Hellman, Jr.

The resignation of Commissioner Ira W. Coburn, who had served as a member

of the Board of Education since 1924, was received with regret throughout the school system. Mr. Coburn resigned in March 1936 while he was at his country place near Los Gatos recovering from a breakdown because of overwork in his many community activities. Happily, he has been able to return to San Francisco and to resume his business activity, but his advisors felt that any attempt to continue as a Commissioner of Education might overtax his physical resources.

During Mr. Coburn's 11 years of service he exemplified the combination of successful business man and public spirited citizen so essential to volunteer official service in a Republic. He served as president of the Board for two years and aided the Board in the solution of many technical problems, particularly as related to the building program.

Charles A. Derry, editor of the Labor Clarion, was named a member of the San Francisco Board of Education by His Honor, Mayor Angelo J. Rossi, on Thursday, April 24, to fill the unexpired term caused by the resignation of Commissioner Ira. W. Coburn.

Resignation of Commissioner Ira W. Coburn

Mr. Derry's appointment marked the return to the Board of Education of an official representative of organized labor, the first since Senator Daniel C. Murphy resigned in 1932, when he accepted appointment as a member of the Public Utilities Commission.

The new commissioner was introduced to President C. Harold Caulfield by Mayor Rossi in the Mayor's office and was formally presented to the Board of Education at a meeting held on April 30.

Printer, writer, legislator, labor leader and publisher, Mr. Derry brought to his new post a wealth of experience. For several years he was an official of San Francisco Typographical Union, and acted as member of two arbitration boards which settled wage controversies between the union and newspaper publishers. He represented San Francisco Typographical Union at Seattle convention of the International Union in 1929, and the following year was appointed by President Howard, of that body, a member of a commission which met at Indianapolis to determine whether or not the headquarters should be removed from that city.

Mr. Derry was born in England in 1870 and came with his widowed mother and younger brother to the United States in 1884. He was apprenticed to the printer's trade and became a journeyman member of the Typographical Union at Indianapolis, Indiana, in 1888. He came to the Pacific Coast in 1889, working in the composing room of the Seattle Post-Intelligencer for several years, and in the State Printing Office at Olympia. He represented Seattle Typographical Union at two conventions of the International Union.

Chas. A. Derry Appointed Commissioner

During the depression of 1892-1895 he was an itinerant printer, working in many of the large cities of the country at various times. In 1895 he located in Spokane and served as president of the union and also president of the Central Labor Council. He returned to Seattle in 1898 and worked there several years, during which time he served as representative of the International Typographical Union in Washington, Oregon and British Columbia. In 1903 he went to Oregon, and later to Montana, where in 1909 he represented Missoula County in the State Legislature. In 1913 he went to Alaska, where he was editor of the Iditarod Pioneer, a weekly newspaper, for four years. Later he was editor of the Cordova Times for two years and a half.

In 1920 he was elected by a referendum of the Democratic voters of the Territory to represent them as one of the four delegates to the Democratic National Convention, held in San Francisco. He decided not to return to Alaska, and worked on various local newspapers for several years.

PUPILS STUDY HANDWRITING AND THE WORLD TODAY

Living and Learning in Elementary Schools

San Francisco Public Schools

IS education through a so-called progressive program so haphazard that the three R's are heing neglected?

Are fads and frills monopolizing the schools' program?

Are the public schools adequate to the task of preparing the future citizen for useful and happy living?

Many thinking people have been disturbed by these and numberless similar questions, yet it is believed that the answers to most of them have been discovered by the thousands of visitors to San Francisco's elementary schools during the year 1935-36.

Childhood Experiences

Most people like to think of the school in terms of their own childhood experience as pupils. "Good old days!" They recall forming lines in the yard, marching to the beat of drums; monitors collecting hats, and lunches. and reams of written homework. Stoking the stove was the ambition of every boy's heart.

In the schools of yesterday the daily program always began with some class declamation often chorused in a lock-step monotone, followed immediately by rapid drill in mental arithmetic (to "wake them up" and "sharpen the wits"). Arithmetic problems came from the text book or from the old time course of study, which suggested examples with numbers of hippodrome dimensions and problems with a "catch" in every line.

The ability to parse verbs, to diagram intricate sentences, and to memorize rules was rewarded with a 100% mark in grammar on the child's report card. History and geography had little connection or association. Generally. history meant battles, names, dates, and political campaigns. The placing of rivers and county seats and the correct naming of the nation's states testified that the child had learned the disassociated facts of the geography text. Likewise, physiology and science were taught in a factual way, sans practical application or interpretation, to be forgotten almost as soon as the learner left school.

The "copy book," the oral spelling test, the endless, monotonous page-after-page reading lesson by the whole class, and the conventional compass and ruler weekly drawing period marked the program of the traditional school. Grades, marks, tests and examinations were stressed. The emphasis was upon memory and textbook information, not upon the child. The child had to fit the school.

Measurements and Tests

It is quite true that there are many successful and even great persons who have "passed through" the old school of the three R's.

No tests or measurements were used on Abraham Lincoln to determine his reading rate or his I.Q. (Intelligence Quotient). Edison created his wonders without the benefit of a progressive program which included hobbies. Likewise, Jane Addams developed the greatest social institution in the country, but never attended a school where subject matter was correlated or integrated. These distinguished people would have been great in spite of any odds. Maybe great because they had odds. However, they neither prove nor disprove the effectiveness of any particular program in education.

Parents of today find it hard to realize that the eager preparation and joyous anticipation of going to school, is the school life which is calling to the child in no uncertain terms. They recall tears, scenes, and rebellions on the part of many of their playmates in the days of long ago, at the thought of starting school.

In the current issue of "Educational Scene" a magazine edited by teachers of

A SCHOOL PROJECT IN COMMUNITY DEVELOPMENT AND NATURAL SCIENCE

Los Angeles county there is reprinted an article by the late Harry Carr, who lived to achieve more than local fame as a writer. Mr. Carr wrote as follows:

Testimonial to a Teacher

"I have been writing for a memorial to be printed by the Los Angeles High School in memory of Mrs. Margaret Frick.

"And I have said that it was she who saved me from spiritual ruin. My school days were a horror. Sometimes I dream of them and wake shaken with terror. I dream that I have been told I have to go back again.

"I failed in every study except English. It was a moral and physical impossibility for me to study geometry and Latin. I failed and my pride was a rag. I was sick, anemic, and didn't care whether I lived or died. What did I care where the femur bone was located and what do I care now? Or the list of the kings of Ninevah or Babylon—or what happens if you subtract XYZ from YXP?

"Bodies without brains: It would be unwarranted flattery to say that the men and women who wrote the school books of my day were just idiotic. They would have to take a long course of intensive development to get to be half-wits.

"I couldn't get up any thrills over the troubles of John who was trying to divide three apples between six and a half boys. I always wondered why he didn't get another apple or two. But if they had asked me to figure out the proportionate losses of Gettysburg, I should have waded in with avidity and high drama.

"Mrs. Frick saved whatever was left of the wreck of a timid, unhappy soul. She didn't 'baby' me. But she put drama into school books. There was nothing schoolteachery about her. She was sympathetic but not soft. She was a friend but not a spiritual nurse. I adored her and I adore her memory.

"No one without an instinct for drama has any right to teach school."

It is the right and duty of every American citizen to know about the public school, for genuine interest and growing pride in education are part of our national heritage. The struggle for the right to an education for every individual is woven into the very fiber of our national consciousness.

Let us travel together in thought to one of our 71 elementary schools. On approaching the school one is aware that the architect has placed the building where it will receive a maximum of light and sunshine, and a generous space for play time has been provided.

Upon entering the building one is immediately impressed with the wholesome atmosphere of interesting and purposeful activities. School—"the place that must help children to create centers of interest on ever high, widening, and deepening levels that will ultimately integrate the growing life with the ideals of democracy." School—a vital place where the child is taught to live by himself, with himself and with others.

New Articles of Faith

In a conspicuous place inside the building is a bulletin board. Very often it holds items of interest for parents; meetings, social events, a recommended book, or directions for visiting. The parent and the school are partners in the program of education for the child. One may find pupils outside the office or in the halls—not silent, unhappy, repressed, but alive, happy, and proud of their school.

In education, new articles of faith have emerged to which all modern schools have subscribed. The first article of faith is freedom. "Free the legs, the arms, the voice of a child, and you have taken the first step toward freeing his mind and spirit."

Shall we enter this room? It is the kindergarten; a sunny, colorful, large room—the teacher smiling. Children of kindergarten age are so responsive, so eager, and develop so rapidly that results appear before our very eyes. The children are active, thinking human beings, entering willingly and happily upon every new adventure. They forget most easily what they hear, next what they see, but remember longest what they do. What the child does, not what we do is his education.

A BEE HIVE SET AT CLASS WINDOW FURNISHES HONEY AT NUTRITION TIME

The group of boys over there are building a fire house with blocks; others are painting splashily with large brushes at the easels; chairs around the reading table are crowded, for the bright colored picture books are interesting and new. Other children are building a fire engine with large blocks, still others are cutting and making firemen's hats, hatchets, the bell for the engine, the hose. These little people visited the neighborhood firehouse a few days ago. so through interest and first hand experiences, they are learning about firemen, fire protection and service; learning new words, numbers, locations, new meanings.

SAN FRANCISCO PUBLIC SCHOOLS

Health teaching begins when the child enters the kindergarten. Clean hands are necessary for working and for eating. Daily inspection is followed with talks about fresh air, sleep, care of teeth and hair. The child learns about health nurses assigned to the schools, school physicians, and school dentists. These persons are his friends and he is not afraid when he sees them in school. All primary classes in the system receive milk or fruit juice and crackers for mid-morning lunches. Children are taught to eat correctly and naturally, to enjoy eating with others and to observe social courtesies. After the nutrition period, these lively youngsters are required to rest for at least 15 minutes. It is not unusual for a kindergarten child to sleep during the rest period. Many schools have a cafeteria where hot food is served at a nominal cost.

Mid-morning Lunches

The next room, for we cannot visit all of the classes in the school, is a third grade.

A party! What, in school? For the mothers? "Yes. indeed," says the teacher. "We've been planning for this party for several weeks." In one corner is a class-made motion picture machine—an apple box, painted and decorated. The reel is a series of children's paintings on a large roll of paper, a suggested word or phrase under each picture so that when the "talkie" begins the pupil speaker is knowingly cued. A broom stick handle turned by two boys, unfolds the story on the reel. The picture is called, "Our Trip to the Zoo," and the show can go on at any time. Creative expression, new vocabulary, dramatics, practice in cooperation, interest and motive are all demonstrated by these children as they put on a "movie". A dozen or more children participate in this new type of language lesson at one time. Stories about the trip to a neighborhood bakery, how flour is made, what grains are used to make bread. wheat. where it grows and how we get it, are to be read by groups of children in the afternoon for the mothers. The refreshments for the party are to be lemonade and cookies.

Let us look carefully at all of this displayed material. It closely resembles an orderly kitchen, but each article is labeled: teaspoon, tablespoon, cup, one dozen lemons, pint jar, quart jar, sugar, glasses. On the pinning space are recipes cut from cook books, some copied by pupils—evidence of writing, spelling, neatness and order. The next table has a large bowl of flour, walnuts, raisins, pint and quart milk bottles—all labeled and ready for use.

Teaching Number Work

The charts above this whole array tell us a great deal. One says,

We Know

That 12 lemons make a dozen
That lemons cost 25c a dozen
That we need 2 dozen glasses and six more for our party
That two pints make a quart
That a teaspoon is smaller than a tablespoon
That raisins are dried grapes
That walnuts grow on trees.

Another chart is labeled: We Want to Know; and a third chart is called: Our Poems; and another: New Words We Have Learned.

It is very evident that meaningful number work is one of the outcomes of the activity at which we are looking. If we could but remain until the arithmetic time we would find each child with a handful of self-drill cards, maybe combinations in addition or subtraction, or in multiplication. The child knows 2 + 6 and 12 + 6 (glasses for the party) so now because he knows the purpose for drill and is interested, he bends all efforts toward drilling himself on 2 + 6; 12 + 6; 26 + 2; 36+2, et cetera. Likewise he knows 12×1=12 or 1 dozen, and learns the answers to: 12 × 2; 12 × 3; 12 × 4. If the child wishes to tell of a trip to the bakery, he will need certain words in writing the story. Needs establish motive or purpose, and drill is required to fix learning. Before a habit can be fixed, purposeful and continuous drill must take place. Tests to determine successful or correct use of skills, diagnosis, then further teaching and drill, are the steps used by classroom teachers today in all grades above the kindergarten, when teaching spelling, writing, arithmetic, reading, and language, a procedure unheard of in the traditional school.

Primary Activities

The activities in the primary grades have caused the four bare walls of the traditional school, with a menu of reading, writing, and arithmetic to be transformed with children's painting and pictures; natural objects, plants, and pets; work benches, clay, scissors, and colored paper; understanding and sympathetic teachers; happy, growing boys and girls.

"Every primary teacher in the nation has the privilege of living with a new generation and a challenging opportunity to develop the abiding attitudes and dispositions of the citizens of that generation."

Have we time to go to another room? A sign on this door says, "We are Builders." Upon entering the room we are immediately conscious of the stimulating atmosphere which captivates our interest. These lively boys and girls, have daily watched from the school's windows the growing structure which will unite San Francisco with her Bay neighbors. They have experienced the urge which often comes from admiration, awe and inspiration. In this very classroom we behold a bridge, a perfect replica of the original! Space will not permit an account of the details so evident in this pulsing story of the Bay Bridge. We have but to look about us to see sketches made from the classroom windows or on excursions to the waterfront; samples of the actual materials used in the construction of the original bridge; models of a log bridge, a draw bridge, a jack knife bridge; original arithmetic problems solved and assembled in book form; original verses with illustrations; colored lantern slides used for assemblies; maps made by groups showing bridges of the world; lists of vocabulary words and books widely used for research and study. Builders indeed! Indelible lessons in character have surely left their imprint on the lives of these interesting boys and girls.

Emphasis on Growth

As we pass the auditorium we notice a student assembly with officers (elected by ballot on the city's voting machines) sitting as an august body, discussing school and community affairs. Leadership, respect for law and order, individual and group thinking, cooperative planning of programs are some of the outcomes of this type of activity.

If we were to visit other schools we should find different, large, meaningful units of study planned by pupils and teachers, such as: world friendship, influences of the old world on the new, the history of transportation and communication, bridges of the world, growth in industries, sources of food supplies, the story of our city, et cetera. Studies of this scope and character indicate that the emphasis has been transferred from the learning of lessons out of books to the growth of the capacities and powers of children, through purposeful study and doing. Also, that from these comprehensive units of study, facts for drill and fixation are usual out-

comes. Regular periods are provided so that through drill, definite habits and skills are established.

Children are lead to work in groups, for group work is not only a cooperative social venture, but a fine opportunity to develop pupil leadership, harmonious giving and taking and sharing ideas. Pupils get acquainted and learn to respect the opinions and rights of others, two paramount traits for growing citizens.

In education, as in all other walks of life, *progress* depends upon three factors: first, willingness to re-examine our past ideals and opinions in the light of recent investigations and demands; second, readiness to modify or reconstruct these in order to meet the crises growing out of present-day conditions; and third, the ability to look ahead toward a vision of things as they should be.

In a society in which progress is dominant, in which changes are the keynote, the educational concepts must likewise change. Only the grossest inconsistency will admit the desirability of continuing progress in every phase of human activity and at the same time insist that educational programs and machinery must remain fixed and motionless.

Leisure and Liberty

The fate of our civilization depends upon how we spend our leisure time; not the old conception of leisure, but the new conception in terms of liberty. Change in social living together with this new leisure present a great and important challenge which is facing education. Music, art, physical and mental health, dramatics, and creative expression have rightfully found a prominent place in the school curriculum, for preparation for the wholesome use of leisure is one of the cardinal principles of education which is progressing.

The value of modern ideas can not be measured by the old standards, for even standards have changed. We cannot say, "This system does not do for youth what the old one did." Unquestionably not. It does a new job in a new way because of new ideas and changes. Not all of the old ideas have been cast aside, nor have all the discarded ones been cast aside because they were old. The past has greatness that the present does not have.

The March of Time has painted pictures well within our memory vividly portraying the incandescent light displacing the oil lamp; the "Master Eight" outdistancing the horse and buggy; the aeroplane carrying mail and passengers, shortening distances and conquering time; the radio with its contributions from a world-wide source, bringing enlightenment and enrichment to millions of homes. We see today the coming of many immigrants to our land bringing different ideals, cultural levels and experiences; the remarkable expansion of industry and the further phenomenal development of inventions, all making changes and new demands upon the school.

New Demands Upon School

The educational world is carefully watching and weighing new trends and adjusting the scope and sequence of the school's program to meet new needs.

San Francisco schools stand for full recognition of the rights of every child to have that type of education by which he can profit best and through which he can become happy in his environment, and even in a small way, a contributing citizen of a democracy.

Music Teaching Program Expanded

San Francisco Public Schools

REORGANIZATION of the teaching of music in the San Francisco Public Schools has long been advocated by local music lovers. In order to bring the department into line with modern practice, an additional half-time supervisor was appointed in 1933, and the position of director of music was created in 1934.

To fill the latter post, the Board of Education appointed Charles M. Dennis, dean of the conservatory of music of the College of the Pacific. For many years a trainer of school music teachers, an outstanding conductor of young people's choral groups, and prominent in music educational circles throughout the country, Mr. Dennis brought to the position a thorough knowledge of procedures and objectives in this field.

Appointment of Director

In the new administrative setup, the director is given responsibility for personnel and pedagogy throughout the entire range of music activities from the kindergarten to the junior college and the adult educational program as well. The field covered by the vocal supervisor includes all the fourth, fifth and sixth grades and seventh and eighth grades in schools outside junior high school districts. The supervisor of instrumental music is in charge of instruction of that work in the junior and senior high schools.

While this leaves much to be desired from a supervision standpoint, it represents a fine advance over previous conditions. Children are assured of a continuous development in music training from the time they enter school until they transfer to upper division work in college or university. Furthermore, music opportunities are provided in the evening high schools for participation by those whose interest continues in adult life.

To make the above condition possible, a complete reorganization of the department was effected. Coordination between the different levels was established and a better balance between the various offerings achieved. Local conditions and modern usage occasioned some of the necessary changes, but many of the innovations were extensions of steps previously taken to insure a more efficient instructional program.

In the Claxton survey of San Francisco Public Schools in 1916, conditions in the music department were summarized by 27 statements; two suggestive, seven favorable and 18 unfavorable. Improvement since that time is evidenced by the fact that all the favorable conditions have been retained, 14 of the faulty have been corrected with four more in process of correction and the suggestions followed in two of the findings. Of the remaining three, plans for eliminating two are under way.

Improvement in Music

This progress proves that music occupies an increasingly prominent place in the public schools. Its varied contributions toward general educational objectives are now recognized by its inclusion in every level from the kindergarten to the junior college. Those in charge of music administration believe it to be important as an aid to better citizenship, useful in daily living, invaluable as a part of general culture and helpful in building up the spirit and morale of the individual school. While artistic ends are never lost sight of, all types of participation are encouraged and all children brought within its influence.

During the kindergarten-primary years, children are brought into contact with music through participation in song singing, rhythmic activities and listening to music of a character beyond their reproductive abilities. After a suitable amount of music experience has been achieved the child is led by easy stages to an under-

SCHOOL MUSIC FUNCTIONS IN AUDITORIUM AND BROADCASTING STUDIO

standing of the aural and visual elements of music. Beginning with the fourth grade this activity is accelerated and the various techniques of music understanding and performance are studied. In many of the elementary schools glee clubs and choirs are organized among the more talented singers and in some instances those with instrumental ability are permitted to join an orchestra. In the elementary schools all music work is closely integrated with the general program and in a number of instances the regular work of an entire term has revolved around a musical topic.

In the junior high school the pupil elects instrumental or vocal music. During the seventh and eighth years he is required to continue his musical study usually in the field he has selected. In the ninth year school bands, choruses and orchestras are open to those whose interest and ability lie in those directions.

Music offerings (all elective) in the senior high schools are many and varied. Choral, instrumental and theoretical music are represented by numerous courses and organizations and the talented or merely interested student has abundant opportunity to develop his ability and understanding along lines of serious music study.

Diversity of Program

The new junior college offers fine opportunities for vocational and avocational music students to prepare definitely for adult life. Particular attention is given to the needs of the music major whose lower division work must be both adequate and carefully selected.

In the evening high schools opportunities along choral and instrumental lines are provided in different sections of the city. The success of efforts to make these schools centers of neighborhood musical activity is proved by the growth in number of ensemble organizations as a response to demands for their inclusion in the adult education program.

During the past year many activities have engaged the energies of the Director and Supervisors of Music. In addition to general administrative and supervisorial routine a number of new developments may be worth mentioning.

Supervision in the kindergarten-primary grades, (abolished 10 years ago) was resumed by the director and the course of study modified by installing a definite procedure in the development of music reading. Study groups met regularly for discussion and observation of demonstrations by various grades. Twenty-four meetings were attended by teachers of these grades, 15 of which were demonstrations. The spirit of cooperation was shown to a marked degree by teachers and principals and the progress in music reading ability by the children has been beyond the expectations of those in charge. A committee of intermediate grade teachers has completed a revision of the course of study to adjust the continuity of presentation to the increased abilities of the lower section.

Process of Study

The interest of the teaching force in the new elementary music program is further shown by the fact that 172 received certificates of accomplishment in completing satisfactorily a course in Music Fundamentals given by the director during the Spring term. A number almost as large audited the course.

The beginning of a music testing program was made in the sectioning of the incoming low seventh grade of one of our junior high schools. Grouping according to relative musical knowledge resulted in a great improvement in progress, particularly in the case of the lowest third. Allowed to develop at its own pace rather than that of more musical children this group increased remarkably in musical interest and performing ability. The success of the experiment warrants its extension to the other junior high schools next year. The objective discovery of sixth grade attainments in music has made it possible to set up definite goals in the music program of the intermediate grades.

Clear evidence of the articulation of school music with that of the community

ELEMENTARY PUPILS LEARN TO PERFORM AND APPRECIATE MUSIC

is shown in the results of a survey made during the Spring term. All of the senior high schools responded to a questionnaire, approximately 1,200 members of music groups answering. It was found that 392 are studying in private studios and 394 are affiliated with choral and instrumental organizations in the community in addition to their school ensembles.

On the other hand the community made what was possibly the greatest single contribution to the music program in the presentation of concerts in the schools by the S.E.R.A. Orchestra under the direction of Kajetan Attl. A total of 96 programs were given by this organization during the year. In the secondary schools a full symphony orchestra of 75 men played 13 concerts while for the elementary concerts a group of 45 performed 83 times. Compositions of superior quality only made up the programs. Principals and teachers were gratified while students everywhere gave courteous attention and enthusiastic response to the performances.

Standard Broadcast

Interest in the Standard School Appreciation Broadcast, received by many of our schools, was heightened by the visit of Mary Garden, renowned opera star, to several of the schools. Elementary principals further cooperated with the broadcast by offering numerous suggestions for the improvement of the radio appreciation lesson at the request of those in charge of the broadcast. As an expression of gratitude the company presented a broadcast at the Opera House open only to music students of the secondary schools. A capacity audience proved that the gesture was appreciated.

The San Francisco Teachers' Chorus, organized last Spring, was continued this year with the director of music in charge. Seven public appearances were made by this group including a Christmas Eve broadcast of carols over KGO and culminating in a performance of Goring Thomas' cantata "The Swan and the Skylark" before the Principals' Association. Other teachers' activities outside the classroom included a committee of senior high school music history teachers which decided upon a new text for adoption next year. A committee to study and possibly revise the present junior high school music course of study is also at work.

One of the most significant developments of the year was the formation of the San Francisco Bay District of the California-Western Section of Music Educators. This was effected February 2 upon the report of a committee appointed by the director of music. A concrete result of its early activities was the endorsing by the California-Western and the Northwestern Sections of a resolution inviting the National Music Educators' Conference to meet in the Bay Region in 1940.

Activities of Group

In order to insure sufficient material for the secondary school music ensembles and at the same time economize in every possible way, a circulating collection of choral and instrumental material has been established in the central library. With reasonable annual additions this should adequately care for all material needs in a short time.

All school groups of the city presented programs throughout the year which exemplified their training and proficiency. American Education Week found the secondary schools contributing concerts and radio broadcasts to a celebration which created nation-wide comment. During Music Week the elementary schools took the lead in offering programs to the public with 80 concerts scheduled. During the year various music organizations of the schools appeared before outside groups on several hundred occasions.

The music administrative group appeared before the public on numerous occasions in acquainting the general public with the objectives and procedures of the music program.

PLAYING AND SINGING APPEAL TO THE JUNIOR HIGH SCHOOL PUPIL

SAN FRANCISCO BAY BRIDGE FURNISHES INSPIRATION FOR POTENTIAL ARTISTS

Creative Values in Art

San Francisco Public Schools

WHEN a school system in quality as well as quantity is able to demonstrate the product of creative activity in art in the kindergartens and three primary grades through two such excellent exhibits as those shown at the M. H. de Young Memorial Museum and the California Palace of the Legion of Honor; when those exhibits represent the work of sixty-two schools; when it is realized that the results attained came not through formal instruction in art, but rather through intelligent guidance and inspiration of children by their teachers; then it is not inappropriate to say that here we have the best proofs of the soundness of our educational philosophy. School is a place where children may live together in an environment as stimulating to growth as we can make it and improve through that living. And so our activity program is provided because young children reach the highest creative expression through activity. This has been of tremendous help in getting from these very young boys and girls these spontaneous expressions of what they have experienced, what they have seen, what they have thought and felt.

Progressive Art Program

Also in the upper grades of the elementary schools, from the fourth to the eighth inclusive, supervised by Mrs. Lydia Fuller-Largent, excellent progress has been made. Art education in these grades has been carried to wider fields of accomplishment than in any previous year. The children have been led by their classroom teachers to search for beauty among factories and machinery; over the roofs for the skylines of the city; while following the progress and construction of the Golden Gate and Bay Bridges; among old trees that have weathered years of hardship, their bare branches in the winter affording fine examples for the study of tree growth and structure, their budding twigs indicating the progress of the seasons, and later their leaf masses affording an opportunity to study the light-dark masses in plastic form.

The children have been led to express anything that is either interesting or beautiful. In harmony with this procedure science and nature study have contributed many interesting problems. Then the still unanswered question has arisen, "What is beauty?" Another question: "Is there a definite line between 'interest' and 'beauty'"? In a discussion as to whether a steam shovel is beautiful or interesting an eighth grade boy replied, "It depends upon how you look at it."

Outdoor Art Lessons

This then has been our aim in these grades for the past year: To train and interest children in the beauty that hides in unexpected places to be discovered only by those who have been trained to see it.

Art lessons outside of the classroom have proven most inspiring and give the opportunity many times of combining art and nature study. When the supervisor and the principal in one school entered a classroom where an art lesson was scheduled it was empty. Investigation disclosed that the class was in session all over the back stairs and the yard, some lying flat upon the ground industriously sketching whatever impression inspired them at the moment. Teachers have arranged their art lessons before or after the lunch hour, leaving with the children at eleven and returning at one; or leaving at twelve and returning at two. Either of these arrangements permits the class to take a longer trip, combine other interests with art, with a result that is invariably most gratifying. Children have often been seen sketching during the noon or recess periods endeavoring to get certain fleeting effects that they have observed. Study trips to the many points of interest in the city almost always

include time for sketching some of the impressions that have been gained, either while they are on the trip or from memory after their return to the classroom.

The study of posters and their designing was one of the major activities of the Spring 1936 term. Twenty-eight schools voluntarily entered 216 posters in the Latham Foundation Poster Contest for humane education.

Three study groups in poster making were arranged and conducted for teachers, and as a result 62 certificates of accomplishment were granted upon the satisfactory completion of all assignments.

A series of three water color lessons was offered and as a result the list of teachers who desired to take the work was so great that each school was, of necessity, limited to two teachers. Because of this enthusiasm the group is to be continued for three meetings in the Fall term to complete it as a study group. When the members of this group were asked if they wished to continue in the Fall term thirty-one replied in the affirmative, three failed to respond and only one replied in the negative.

Art Work Exhibited

Exhibitions of children's work in both public and private galleries throughout the city have been another very important feature of the past two years. There have been two exhibitions at the children's gallery of the Women's City Club, two at the Palace of the Legion of Honor, two at the M. H. de Young Memorial Museum, one at the main Public Library, one at the Pacific Arts Association and one at the meeting of the Elementary School Principals' Association, Bay Section. The total of all entries amounted to five hundred and twenty-five drawings. At the request of one of the principals about 20 of the chalk drawings that were shown at the Principals' meeting were circulated among seven schools during the remainder of the Spring term. There was also a small exhibition of toys, books, dolls, games, and clothing shown at the annual exhibit of Community Chest Agencies sponsored by the San Francisco Junior Chamber of Commerce. Great quantities of these articles are made each year by the children of the Public Schools for distribution among the Chest agencies at Christmas.

Approximately 50 conferences were held with principals and teachers in the elementary schools. These conferences have been for the most part held in the office of the supervisor where work of every type done in the schools is at hand for use during discussions. Included in these conferences were several groups of teachers who during the reconstruction of school buildings and the minimum day programs came to the office for assistance in special problems. In many instances the work accomplished by these informal groups covered almost as much as has been accomplished in a study group.

Visits to Schools

At least one visit was made to each of the 75 elementary schools while in some cases two and in a very few, three visits were made. Every classroom was visited except those that were taught by a departmental teacher and in that case the work was discussed with that teacher.

The topics discussed with each teacher in these individual conferences in her own room which have been of general interest to all of the teachers of that particular school, have been kept and a copy of the complete notes typed after the visit and returned to the principal, who in turn has had a copy made for each teacher. These notes have later been discussed in faculty meetings in the school, each teacher discussing more fully the notations appearing after her name. Care was taken to keep these notes impersonal in every way. This method of supervision has given each teacher a direct contact with the supervisor, has acquainted the supervisor with the teacher and her immediate environment and yet has given all the teachers of that school the benefit of the notes of the important topics discussed in each individual conference.

ELEMENTARY ART STUDENTS STUDY IN SAND DUNES NEAR SCHOOL

The principals have been present at practically all of the private and group conferences with teachers, enabling them to obtain a comprehensive grasp of the progress in art throughout their schools and to become still more familiar with the aims and attitudes of the art department that they may ably guide and encourage the teachers in the absence of the supervisor.

In the junior high schools, students in the elective groups enrolled in art, more than ever before, applied their knowledge of design and color to a great variety of practical and useful things. A very comprehensive showing of most interesting and colorful handicrafts by these young students was made at the Palace of the Legion of Honor and elicited much favorable comment from those who visited the exhibition. The display included block-printed fabrics for drapes and luncheon sets; lamps and lamp shades; objects in glazed pottery; bags and other costume accessories done in worsted with needle; puppet heads for plays, made in papier mache; designed book covers and end papers. In addition to these different lines of craftwork shown, the Educational Room of the museum carried a wall exhibit of designs; sketches in pencil; free brush work of landscapes and figures; prints from linoleum blocks; mottos and quotations lettered with pen and brush. Posters were designed and executed for the Latham Foundation Humane Education Competition, also for the Women's Auxiliary of the American Legion. In the former contest one student in each of the schools received a first award. A few "honorable mention" certificates were also awarded in this contest.

Increase in Interest

Although somewhat handicapped on account of three of our high schools having had to function on a half-day schedule, two of the buildings being under repair, students nevertheless produced much creditable work in the art classes in the secondary schools. That the students' work in art in this specific classification has been of a very high order was definitely evidenced in the exhibit shown at the Palace of the Legion of Honor. The wall exhibit of this display consisted of costume designs; sketches in pencil; crayon; ink and brush; small panels lettered with pen and brush; school journal illustrations in ink; designs for textiles and tooled leather; papers for wrapping gift boxes and linoleum block prints. This display also contained a quantity of excellent work in raffia applied in a very practical way to handbags, book covers, etc. Included also in this showing were blocked textiles, work in tie-and-dye; a complete desk set in leather craft as well as other pieces in the same craft; modeling of small ornaments, in color; all were on display in the Educational Room of the Museum. In addition to this, we increased our crafts exhibit when the Pacific Arts Association opened its show, by placing on view a quantity of very beautiful pieces of leather craft and bookbinding; a display of hand-woven textiles; metal craft; modeling in terra cotta in color glazes, and objects in papier mache.

Exposition Exhibits

The California Pacific International Exposition at San Diego, through its Department of Education, asked that a small exhibit from some particular high school in art craft be sent for display in the Educational Building, and because of their limited space, placed at our disposal for such exhibit half of an upright showcase. A small group of objects in art metal craft was forwarded in response to the exposition's invitation.

High school students also engaged in a number of competitive poster projects, such as the one solicited by the Citizens' Committee for the New Year's Day football game for the benefit of the Shriners' Hospital for Children; for the State Chamber of Commerce, Winter Sports; for the Latham Foundation, sponsoring humane education activities; the annual P. T. A. state convention poster contest; for the San Francisco Junior Chamber of Commerce, posters advertising the Community Chest exhibition of all its agencies held at the Civic Auditorium.

ADVANCED STUDENTS IN CLAY MODELING AND FREE BRUSH PAINTING

Objectives of Junior High School

San Francisco
Public Schools

AFTER 15 years of trial in San Francisco, the junior high school as an institution is old enough to render an accounting of its educational worth when compared with the formalistic program that preceded in the grammar school of eight years and the high school of four years.

The junior high school is set in the educational life of San Francisco and has attained favor among parents and educators as well. There are many who see room for improvement in the curriculum, and criticisms are welcome for no one maintains that the junior high school, as an educational institution, has reached perfection. Before analyzing results it would be well to recall the objectives of the junior high school. The majority of present day adults have had no junior high school in their educational experience. They have seen it come into the educational picture, perhaps their children are attending or have attended such a school, but for them it still remains something not well understood. Actually the transition and the reasons for it are simple. Children in general live in fairly well-defined levels. The pre-school age of infancy falls within the first five or six years of a child's life. The next six years comprise the elementary school level.

School Follows Age Levels

Formerly children went on to grades 7 and 8 where for two years they proceeded to do more of what previously had been done, but in a different way. A check of those two years of grammar school experience reveals very little that could not have been dispensed with. But that was the pattern and to the pattern all children were forced to fit themselves. After the eighth grade there were four years of high school and the pattern was complete—six years of infancy, eight years of elementary and grammar school, and four years of high school. Following that, the way lay open to the university. If not the university, then work for which school had left one completely and unutterably unprepared.

It was in 1909 that Berkeley organized the first junior high school. Educators had for several years been discussing and criticizing the so-called 8-4 plan of education and had found it filled with flaws. As a result the new institution came into being and the 6-3-3 organization was born. It is toward this 6-3-3 organization that San Francisco's school system is working and in terms of the philosophy underlying this organization that her less-than-college-grade education is being developed. Already there are eight junior high schools located at suitable places throughout the city and the ninth, the Marina Junior High School, has just been completed.

Varied Program in Junior High

Life is frequently spoken of as a highway, and so it is, down which all trudge or run or ride. The first six grades are a broad highway down which every child marches as nearly in step with all other children as it is wise to permit. During this time, he secures the basic training and experience upon which all future education is to be built. But every child is an individual, different from every other child and his life will be different from the life of all his classmates. Somewhere after the twelfth year of his life the highway will divide. For some the road will lead to the university, for others to the world's work as soon as society permits entrance. For still others further education, but not of university caliber. How many roads branch off the highway? No one can tell. All that is known is that they will branch and that for every child there will come the necessity for determining which road he shall choose to travel.

Herein is the genius of the junior high school. Essentially it is a finding school,

SOCIAL SCIENCE—A PICTORIAL HISTORY OF POWER AND A TELESCOPE IN THE MAKING

an adjustment school. Children come to its doors with no idea of what to do, what to study, how to plan, how to proceed. They leave its portals three years later having been studied as to capability, promise, vocational aptitude, intellectual ability so that, as a physician diagnoses a patient, even so is a child diagnosed, not for disease, but for life. Not alone is the boy or girl diagnosed from without, more important he is taught to diagnose from within, self-diagnosis. He is taught about those aspects of one's life which require the exercise of choice, the necessity for decision, and in so doing he comes to know the necessity in turn for factual information, for consideration of all aspects of a problem, for checking and double-checking his conclusions—all to the end that his decisions shall be as nearly right as the intelligence he possesses will permit.

Child's Abilities Explored

Not alone does the junior high school program permit this self-diagnosis intellectually, it provides also for actual tryouts in a variety of fields. Does a boy manifest a bent in the printing occupations? Then he will have opportunity to try out the print shop. Here he may set type, feed presses, cut paper, do simple bookbinding, make simple typographical designs for reproduction in a variety of ways—all that he may get the "feel" of working in this most interesting of crafts. At the same time he learns certain facts concerning the occupation—the numbers employed, the length of training required, the opportunities for employment, the wages paid, the chances for growth and promotion, the health conditions of the trade—and a wealth of information which he must have if he is to decide wisely whether or not he shall try to be a printer.

Or perhaps his bent is toward electricity or medicine or aviation. No matter what it is, so far as is possible before he has left the junior high school, every attempt has been made to equip him with experience and information which will help him to decide what branch of the road he shall take when he reaches the time and place for that choice.

Old School Too Formal

And this is just as it should be, for these years from 12 to 15 are perplexing to boy and parent alike. The boy commences to emerge from childhood and starts the direct path to manhood. He becomes suddenly interested in razors, and particularly suspicious of his voice, which betrays him in most inauspicious moments. He is no longer a child, he is not yet a young man—he is that most interesting family phenomenon, an adolescent. He needs help. This help he gets in the well-organized, well-staffed junior high school, as well as further training in English, mathematics, history, and the like, which make up 60 per cent of his program; additional education in the arts and sciences which are a part of the heritage of every child; training in right habits of health; and above all experience in the duties and responsibilities of citizenship. San Francisco is to be congratulated and her Board of Education commended, therefore, that it has adopted a plan eventually to serve the entire city with junior high schools.

No better illustration of the difference between the old and the new type of school can be given than to refer to a boyhood friend called Sam. Sam was known to the writer from the first grade through high school. He had the best collection of cigar wrappers of any boy in town when that was the rage. He had the largest and most completely identified collection of birds' eggs seen outside a museum. His back yard was always a place of delight. At one time it was a railroad system. At another a vegetable garden. Or again it might have been a circus.

Sam was a good athlete, but he frequently couldn't play on the school team because his grades were too low. He hated Latin and history and mathematics—they meant nothing to him. He was frequently in trouble with his teachers and the principal—they said he was unruly, disobedient, lazy—all the gamut at the command

FIRST AID CLASS AND LIBRARY IN JUNIOR HIGH SCHOOL

of a teacher who doesn't understand, who always blames the boy. He was twice suspended for discipline and never did graduate from high school. Sam became ultimately a ne'er-do-well—unhappy, rebellious, defeated and a hater of society.

It is easy to believe that Sam was potentially a great naturalist. The teachers in the old type school were not interested in probing Sam's potentialities at all. He didn't fit the groove—therefore, kick him out. The new school exists to uncover all the potentialities of all the Sams. With the boy that I'm discussing the marked tendency to collect and classify would have been noted and studied. He would have been led to an interest in history through collections of Indian artifacts that even then existed in the community in which we lived. He would have been led to understanding of mathematics through its relationship to his backyard railroad system. He might even have been fascinated to learn that every bird, whose nest he had ravished, was known by a Latin name and the whole field of zoology would have opened before his eyes, and Latin would have become a means to an end in which he was vitally interested.

All Children Benefited

There it is in a nut-shell, or more accurately in this case, in a bird's nest. Every child has definite potentialities—some simple and limited in scope and variety, others complex and almost without limitation. Sam would fall in this second group. Literally no one in the town, least of all his teachers or his parents, thought of Sam in any terms except how much trouble he was. And so a great scientist was lost. In 1900 that neglect could be laid to ignorance, for teachers and parents then knew little beyond that involved in the texts they studied.

In 1936 we no longer have the excuse of ignorance. When our Sams today are lost it is due to criminal neglect. In our best schools everything is geared to discovery and development of Sam to the end that he may truly reach as nearly as is possible the full stature of his personality and equipment. In a community of Sams, some great, some small; some brilliant, some just mediocre; some men of affairs, others hewers of wood and drawers of water; but all working in terms of intellectual and physical capacity, we may have a city of happy and productive men and women. The new school aims to bring about such a society.

The following material prepared by the deputy in charge of junior high schools presents certain accomplishments of the two years covered by this report.

In 1927, or nine years ago, the junior high school courses of study underwent revision. Because of recent social and economic changes it became apparent that further revision was necessary in order to meet present-day educational needs. For these reasons the Junior High School Department has been busily engaged in revising its courses for the past two years. Most of this work is nearing completion and the new courses will reflect the newer educational trends in junior high school procedures.

School Program Modified

Formerly the junior high school day was divided into six periods of one hour each. These periods were devoted mainly to regular classroom work. The junior high school features many activities in its program, such as clubs, interschool athletic contests, operettas, assemblies, and many others. These activities although important in the education of the adolescent, often interfere with the program of regular class subjects. To avoid this an experiment was carried on this year by dividing the school day into seven periods of 51 minutes each and assigning, as far as possible, the activities to one of these periods. The plan is being considered for general adoption.

The pupil-counseling program was extended and improved through the appointment of seven additional teachers to relieve 27 experienced teachers for one-third time counseling work. To facilitate this work a new counseling card was devised and installed whereby a complete record of each pupil during his three

years stay in the junior high is recorded. This record includes items of his home background, his health report, with mention of retarding influences, if any, citizenship traits, leading interests, work achievement in school, his various ages, such as chronological age, physiological age, mental age, reading age. Additional items are included in order that the senior high schools may have accurate information concerning junior high pupils on the basis of which they may set up a program to meet the individual needs of each child.

A new testing program has been formulated by a committee composed of representatives from Stanford University, University of California, and experienced teachers of the junior high schools. As the program evolves to meet the needs of the pupils it will include mental testing, achievement testing and certain diagnostic tests to be followed by remedial work, especially in the subjects of reading, spelling, and arithmetic. These results will be available for the counselors' use in caring for the individual needs of the pupil.

Library Budget Increased

A number of experimental studies in the field of correlation of subject material were made and bulletins issued covering the results of these experiments. Many calls from other systems for these bulletins have been received.

The study of teachers' marks given pupils is still being made and comparisons drawn. This study trends to a new system of marks and report cards being installed.

An additional budget allowance of $6,000.00 for the enrichment of junior high school libraries was made by the Board of Education in 1935-36. A committee was appointed to determine what books should be purchased with this fund that would meet the reading interests of the pupils and yet tie in with the provisions of the courses of study. The report of this committee has been made, and the Bureau of Texts and Libraries is now purchasing the books.

The annual meeting of all the junior high school teachers was held at the Horace Mann Junior High School Auditorium at which time Deputy Superintendent Nolan reviewed the accomplishments of the schools for the current year, and Dr. Kefauver, dean of the School of Education of Stanford University, spoke on the new trends in education at the junior high school level.

During the year a number of radio broadcasts were presented to which each junior high school contributed in turn. These broadcasts featured particularly the departments of music and dramatics. Many compliments were received on the success of these programs.

The Junior High School Debating League held two series of interschool debates on questions of vital interest to the students and to the public.

Music Tests Show Accomplishments

A comprehensive exhibit of junior high school art was shown during part of March and April, at the California Palace of the Legion of Honor. This exhibit brought forth unusual encomiums from one of San Francisco's best art critics, Junius Cravens, in one of his weekly reviews, which appeared during April, in the San Francisco News.

In the music field considerable advancement has been made. Beginning 1935-36 the Kwalwasser-Ruch music achievement tests were given to the incoming low 7 students in one of our junior high schools. Based on the results of these tests, the required music classes were sectioned according to musical knowledge. The teacher of the lowest group has been experimenting with procedures assisted by the director of music. As the result of these experiments, it has been found that this group is developing a fine degree of interest in music and it is hoped that the techniques developed will be of considerable assistance to other schools next year. The same test has been given to high 6 grade students who will enter four other junior

high schools in 1936-37. An allowance has been made in the budget for the testing of all entering low 7 students beginning the Spring term of 1935-36.

The greatly increased number of instrumental pupils and the splendid progress shown where sympathetic effort has been made to forward the plan, leads us to believe that the bands and orchestras of a few years hence will be far superior to anything we have yet had.

The following plan adopted during 1935-36 has contributed much to the success of the instrumental music program. Incoming pupils from the elementary schools are tested as to their adaptation to certain musical instruments. As soon as the instrument which the child is to play is determined, the instrumental group is divided into three sections, brass, woodwind, and string.

An instrumental specialist for each of these divisions instructs each pupil in his respective section for the first year until all have a fair mastery of their particular instruments. Thereafter they enter the ensemble classes for regular band or orchestra work.

Sports Program Revised

Foods, clothing, and homemaking have been extended to include every part of the home. Child care and home care of the sick have been included in some of our programs. The subject of foods not only includes cooking, but purchasing, testing, and the preservation of foods. Under the head of clothing, art design and color are combined with sewing. A knowledge of textiles is developed, and an appreciation of proper dress is developed.

During the past year a revised sports program was followed. Closer articulation between the physical education and science departments resulted. A practical health program was carried on. The whole physical education program was made to tie up more closely with the general school program.

The Industrial Arts Department has been busily engaged along the lines in particular:

(a) To teach pupils manipulative skills.

(b) Make the work engaged upon as practical as possible.

(c) Articulate the work done in the junior highs with that to be done in the senior highs.

(d) Develop in the minds of pupils an appreciation of the work done in the industrial world and its relation to society.

Slightly more emphasis is being laid on mechanical drawing and art metal work is being introduced in the sheet metal courses.

Remedial Reading

The fundamental subjects have received the most emphasis. They have been brought into close relationship through the revision of courses of study and through improved teaching procedures. The supervisors of English and social studies have cooperated to correlate more closely the work in the teaching of these two subjects. Bulletins, mentioned elsewhere in this report, resulted from these efforts. In the department of English a remedial program in reading has been set up for those pupils who are below the accepted norm in reading ability. One of the accomplishments of the Social Science Department was the development of a set of social studies achievement tests in twelve booklets, published later by Ginn & Company.

In the science department much museum material has been gathered for use in the work. The work of this department has been more closely articulated with the other subjects than ever before. This department in cooperation with the Physical Education Department has stressed health education particularly.

New Trends in Home Economics Teaching

GROWING importance of home economics in the San Francisco Public Schools resulted in the appointment of a full time director, Mrs. Edith McNab Murphy, at the beginning of the school year 1935-36. Mrs. Murphy's appointment was made after retirement of Miss Ellen Bartlett, supervisor, who had developed the department of home economics for 40 years.

SAN FRANCISCO PUBLIC SCHOOLS

Mrs. Murphy is a graduate of the University of California and holds a Master's degree in nutrition. She was appointed to Polytechnic High School in 1919, became head of the Home Economics department in 1921, and vice-principal and dean of girls in 1922. In 1925 she was appointed chairman of the committee for the high school home economics course of study.

Appointment of Director

The Home Economics Department had its inception in the San Francisco Public Schools about 40 years ago. Miss Bartlett became its supervisor in 1905 at which time it consisted of six "cookery centers" teaching seventy-nine classes weekly. The staff was composed of one supervisor and five teachers.

At that time gas stoves were beginning to supplant wood and coal ranges. Electrical appliances were not universal servants in the household. Proteins and carbohydrates were little discussed. Vitamines were unknown. Cook books and recipes still called for a "heaping tablespoon," "butter the size of an egg," "a pinch of soda," etc. These approximate quantities made it necessary that the first home economics teachers stress level measurements, standardized or basic recipes.

Ready to wear garments were too expensive for the average purse. Synthetic fibres were not available materials. Pupils in beginning sewing classes were required to labor over samplers showing the various seams and stitches.

During the next 20 years the course underwent a marked change in curriculum and concept. Home economics became a field rather than a subject. The courses were based on the immediate needs and interests of the pupils rather than on the subject matter. Food courses were organized around the three meals, breakfast, lunch, and dinner rather than on the logical study of food nutrients. Changes in teaching methods brought a change in the foods laboratory. The unit kitchen or unit grouping of equipment supplanted the hollow square arrangements so that groups of four might prepare and serve food in a home-like setting. At the time of Miss Bartlett's retirement in 1935, the department had grown from the original status of "six cookery centers" to one covering mid-morning lunch service in 80 elementary schools; lunch room service in nine elementary and four junior high schools, classes in the 22 elementary schools with 7th and 8th grades and nine junior high schools.

Expansion of Department

At the beginning of the past year the department was expanded to include the seven senior high schools, the San Francisco Junior College, the Continuation School, and the adult day and evening classes, in all of which classes in home economics had functioned independently of central supervision.

The Girls High School building was re-opened in the Fall term, 1935, and the appropriation made by the Board of Education for the department allowed the installation of a completely equipped foods laboratory of seven units and a furnished practice dining room. The new cafeteria served the luncheon for the meeting of the Bay Counties Home Economic Students Clubs in April of this year.

An additional food laboratory was installed in the Horace Mann Junior High School to give girls and boys the opportunity of taking elective courses. The superintendent appointed an additional teacher to the department in this school.

A PRACTICAL APPLICATION OF HOME ECONOMICS COURSES

Equipment has been selected for the two unit kitchens to be installed in the Ungraded School.

Specifications and lists for equipment have been prepared for the two new schools which will open in August 1936. George Washington High School will have a cafeteria with a seating capacity of four hundred, three clothing and millinery rooms, a seven unit foods laboratory and a practice dining room.

The new Marina Junior High will open with three clothing rooms, a seven unit foods laboratory and a practice dining room for the Home Economics Department.

In an endeavor to bring about a closer coordination of the work in the junior and senior high schools, committees on course revision were appointed and recommendations made.

With the cooperation of Miss Mary Mooney, supervisor of textbooks, book committees met to review text books and prepare reference lists for the junior and senior high schools.

Coordinated Program

Home economics classes have assisted in school activities by making stage costumes for plays and operettas, giving assembly programs, modeling the dresses made in the sewing classes for Parent Teacher Association groups and mothers' teas, and serving luncheons. One school prepared an exhibit of representative home economics class work for the San Diego Exposition which brought favorable commendation. Contributions of many garments were made to the Junior Needle Work Guild.

Just as the home has changed from a productive center, in which the various tasks and duties bound the family interests together, to one of consumption, so have the home economics courses changed and expanded to provide the education needed to meet the new conditions.

Not only activities essential to the home but the problems of selection and buying are taught. How to manage the family income, how to spend wisely, how to select food, clothing, and furnishings intelligently under the barrage of high pressure salesmanship, advertising by radio, print and bill boards, becomes a matter of major concern to every member of the household.

Not only does the selection of food, clothing, and shelter affect the pocket book, it vitally concerns the health of the members of the family. Buyers need information concerning qualities, grade labeling, what goods carry government stamp or ratings, what terms to use in selecting merchandise, how to evaluate advertising, and need to become interested in consumer protective legislation. Because of this need, courses in "Buying" and "The Selection of Clothing and Fabrics" have been added to the course of study.

Trends of Courses

The trend of home economics today is away from the over-emphasis of the manipulative skills in the secondary schools, toward the teaching of family relationships and education in home living to boys and girls. Learning how to secure a more happily adjusted American home by maintaining fine family relationships and creating a more abundant life, is the large objective in home-making education.

HOME ECONOMICS STATISTICS FOR THE FALL TERM, 1935

Number of students enrolled		*Staff*
Elementary Schools	2427	10
Junior High	4401	27
Senior High	3651	25
Junior College	20	1
Continuation School	1785	4
Adult Classes	400	9
Total	12,684	76

INDUSTRIAL ARTS STIMULATE LEARNING BY DOING

Aims of the Industrial Arts Program

SAN FRANCISCO PUBLIC SCHOOLS

ONE of the first problems to engage the attention of the superintendent was that of industrial arts and vocational education. In June 1934 Mr. Eugene Carniglia, director of industrial arts for many years, retired. To carry on the work begun by Mr. Carniglia and to plan toward a more comprehensive program of vocational education in San Francisco, Charles E. Barker, an instructor in mechanical drawing at Balboa High School, was appointed director of industrial arts education, effective July 1, 1934.

Mr. Barker, who is a native of Pittsburgh, Pa., took work at New York State College, Cornell University, the University of California, San Jose Teachers' College, and the Colorado Agricultural College, and holds the degree of bachelor of science in industrial education. He has had a rich trade experience as a mechanical draftsman, tool designer, patternmaker, and mechanical inspector, having been employed by a number of large business corporations. During 1935-36 he has been president of the California Industrial Education Association and is a past president of the San Francisco Vocational Association, and of the Colorado Agricultural College Industrial Arts Group.

Director of Industrial Arts

The material which follows in this section has been prepared by Mr. Barker.

Elevation of the compulsory school attendance age from 16 to 18 years in California 15 years ago placed upon educators the task of taking first steps toward fitting youth, who were not inclined toward a professional or literary future, in skills in the use of tools employed in productive labor.

The collapse of the apprentice system in many industrial trades in recent years and the restriction of immigration quotas which has decreased the number of skilled tradesmen coming from the Old World have created a situation which has given national as well as local concern. The remedy suggested is a return to the old system of indentured apprentices in vogue a century ago with auxiliary and supplemental training to be given by trade and technical schools.

"The trend of teaching, lay and otherwise, too frequently coincides with inclinations and seems unduly to encourage the idea that a literary career is more important than the art of commerce or of skill in the use of tools of productive labor," said Archie J. Mooney, chairman and secretary of the California Committee on Apprentice Training in a recent discussion on this vital subject. "I think it can be said that, for a long time, a great majority have assumed that the primary and predominant function of education should be concerning problems of culture rather than subsistence. In other words, we have failed to promulgate some necessary functions of education for the purpose of teaching the first essentials of life—the production of the means by which life is sustained."

Function of Education

There are certain fundamental policies, adherence to which is regarded as essential in the development of a program of vocational education, that will best prepare the child for participation in the economic order and for meeting civic responsibilities. These policies are:

(1). The controlling purpose must be the preparation of youth for useful employment.

(2). Separately organized schools must be provided for this type of education. The cosmopolitan secondary school, by reason of its organization, leadership, and objectives, is not a satisfactory type of school in which to give vocational courses.

COORDINATE PRECISION OF HAND AND MIND CENTERS IN MECHANICAL ARTS

(3). Such schools must meet individual needs. They should provide training on all the levels at which entrance to employment is desirable, or at which the requirements of employment make it necessary.

(4). Admission to specific vocational courses should be restricted to those pupils who can profit by the special instruction provided.

(5). The constant cooperation of employers and workers in the vocations for which persons are being trained is essential.

(6). The teachers of practical vocational subjects must have had satisfactory employment experience, as well as personal fitness and special preparation for teaching.

(7). The schools must have adequate equipment. This means that the tools, machinery and facilities provided must be as modern and complete as those which the worker will be required to use when he secures employment.

(8). The schools must have an organized placement plan, and employers must find from experience that the schools constitute the best source of supply of trained workers.

Adequate Equipment

(9). The local community, the state and the nation should contribute to the support of these schools and share in the responsibility for their success.

(10). Constant research and readjustment in the light of such research are essential.

(11). Preparation for citizenship in its broadest aspects must be the ultimate objective of all vocational education.

While ample appropriations have been provided to enlarge the industrial arts program in the general curriculum in San Francisco, it was not until 1934 that funds were made available for the erection of a trade school to be operated as part of the general program. This action represents the first step towards the training of boys and girls between 14 and 18 years of age in skills in which they have shown an inclination during their earlier years.

Proceeding cautiously, the Board of Education authorized the erection of the first unit of the Agassiz Vocational School, the remaining units to be erected when the school has proved its worth to the community.

Fully equipped mechanical drawing, machine, woodworking and pattern shop courses in junior and senior high schools give the "hand minded" boy or girl an opportunity to explore his chosen vocational fields during junior and senior high school years, as the program is at present constituted. Development of an exclusive trade or vocational school is the next progressive step in this endeavor.

Changes in Methods

The last United States Census revealed the need for such training if American born boys are to be given equal opportunity with those coming from other lands to acquire journeyman skill in industrial occupations. The census showed, as a typical example, that of the 717 journeyman cabinet makers employed in San Francisco in 1930, 488 were of foreign birth and 229 were native born Americans; the same situation existed for moulders, painters, plasterers, cement workers, carpenters, tinsmiths, brick and stone masons, in fact, in all industries reported, except printing and engraving.

Industrial America has made it possible for a great many people to earn a splendid living by performing a single operation upon a single component part by means of a jig or fixture which keeps the component part in a fixed position while the operator pushes the drill through a standardized bushing or pulls a lever which causes the machine to advance into form cutters, which produce the desired contour. His function in this operation is merely to act with alacrity and to produce as many pieces within a given hour as possible.

STUDENTS IN VOCATIONAL ARTS; CLASSES IN TYPOGRAPHY AND ART METAL WORK

Many men who have been able to support themselves by this method of production have found themselves without employment as soon as the demand for their product had dwindled, but during the depression many modern manufacturing processes have been invented which now require the highest degree of human skill for their manipulation. The modern lathe must now be designed to operate at twice the speed at which it operated formerly, because new materials have made it possible to increase the amount of metal removed from an object within a given time. Lathes, for example, now operate so fast that a sudden stopping would cause the old-fashioned chuck, or face plate, which is screwed on to the spindle, to suddenly unwind and fly through the air. Therefore, the new standardized spindle nose has had to be devised.

Need for Training

People often hear that there is no need for training because as they visit the modern factory they are told that within one hour these men can be trained to perform the operation at which they are working. The question arises: Who made the machine upon which they are working? Who made the accurate tools and dies which are held to limits of a tenth of a thousandth of an inch? Who made the master gauges with which these tools were made that read down to a millionth of an inch in accuracy? Are these precision tools brought into being by a mystical rubbing of Aladdin's Lamp, or are they fashioned by the painstaking efforts of highly skilled artisans who patiently labor, unobserved, in the laboratories of our great industrial enterprises?

The schools must establish a course of training which will develop this skill in the early years of youth—skills which are comparable to those necessary in grinding the finest telescopes.

Immigration laws have prevented skilled workmen from entering the United States. In 1935 there were only 35,000 immigrants who came to our shores. What can 35,000 be to a population of 120,000,000? Surely, they can not influence the social or economic life of the United States.

Industrially, Germany is leading the civilized world. Every boy and girl is trained to perform with a high degree of skill preparatory for an occupation by which he can make his living. Japan also conducts extensive training programs for youth.

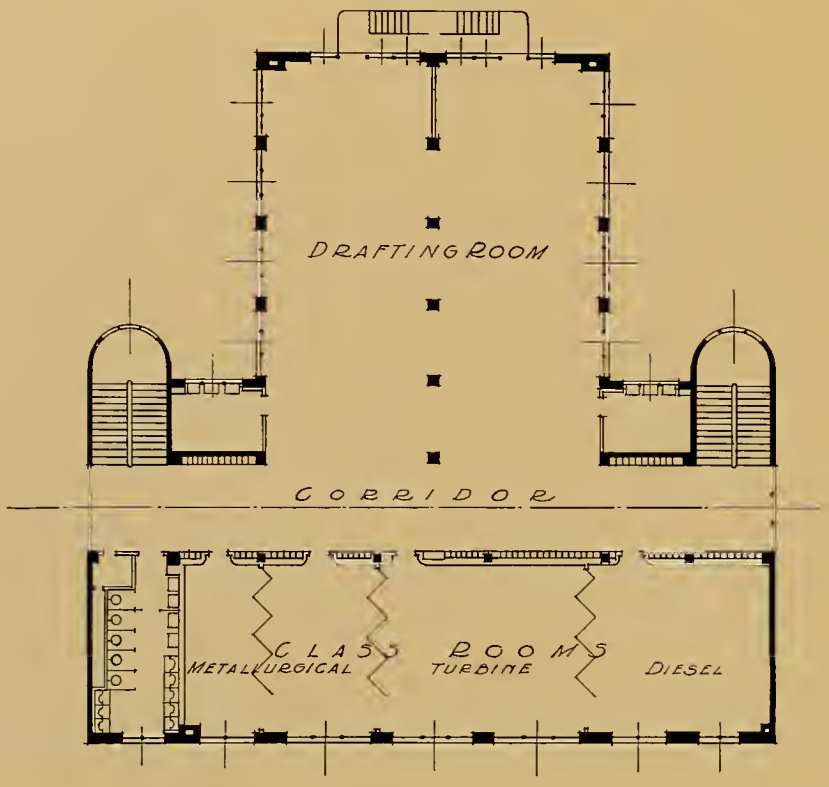
Under the NRA there was established a national committee for the study of apprentice training in America. This committee appointed committees who in turn formulated a definite plan whereby young men and women might become indentured in trades taking over 2,000 hours, which is one year's training, to 10,000 hours, which is equal to five years of training.

Site Well Chosen

The courses which are to be established in San Francisco's new vocational school have been determined largely by the demand and can be of short or long duration.

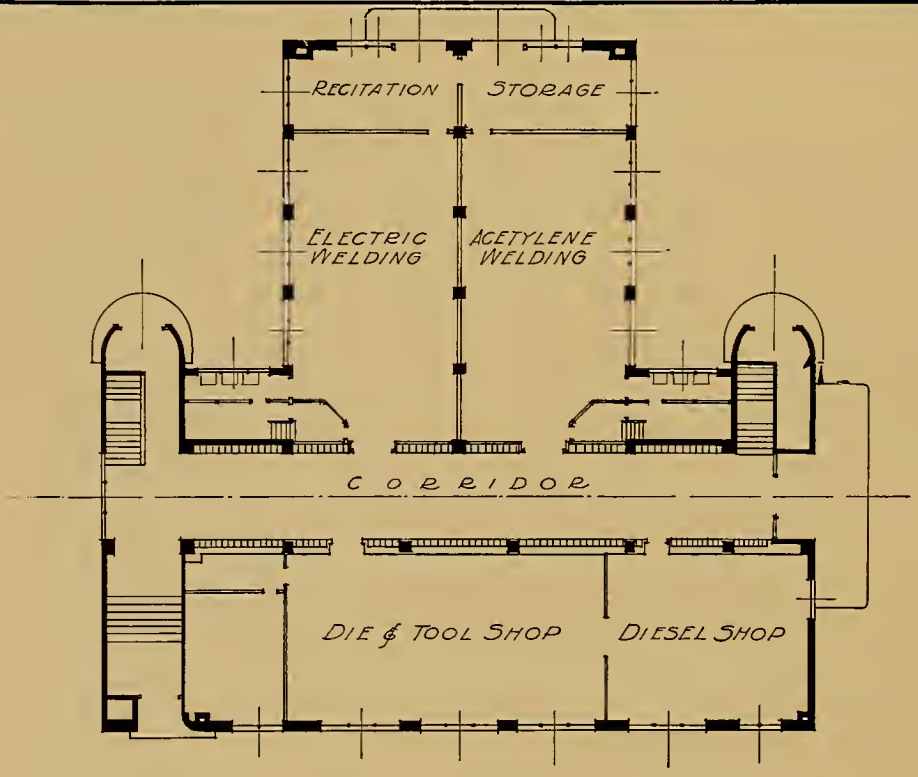
The purpose of the Agassiz Vocational School is to provide modern trade instruction to young men and women in the skilled industries in accordance with their requirements. Its aim is to furnish students with means of earning a livelihood by caring for their education along technical and vocational lines and to maintain for San Francisco its rightful place among the industrial cities of our country. The ultimate objectives are good citizenship and general welfare.

The site for the school has been well chosen. It is centrally located for the skilled industrial workers of the city and is reached by many car lines from all other parts of the city. The ground area, three frontages, and the shape of the property will permit the building of a school large enough to meet the needs of industrial San Francisco for many years.



FOURTH FLOOR PLAN

TYPICAL FLOOR PLANS OF THE NEW AGASSIZ VOCATIONAL SCHOOL



FIRST FLOOR PLAN

The first unit now under construction contains nine shops and six classrooms fully equipped for serious industrial work. The plans provide for a four story building that will house 40 shops when it is eventually completed. The first unit is being designed for the teaching of fine tool and die work, plumbing, electric welding, acetylene welding, operation and repair of diesel and gas engines, printing, interior decorating, sheet metal, metallurgy, surveying, power plant operating, electrical theory, mathematics, applied physics and chemistry, telephone theory, electrical theory, and drafting rooms.

Great strides and rapid advancement in technical educational lines have been made in the eastern portion of the United States, and particularly in certain foreign countries.

The great evening technical schools of London, Manchester, Liverpool, Birmingham, Bristol, and Edinburgh have greatly benefited in manufacturing and have improved the condition of the masses.

Advancement Elsewhere

The great technical schools of the United States, such as Cooper Union of New York City, Pratt Institute of Brooklyn and Chicago, Mechanic's Evening Technical School of Cincinnati, Franklin Union of Philadelphia, Lowell School for Industrial Foremen of Boston, Wentworth Institute, have done splendid work for the apprentice mechanics.

The technical department of the San Francisco Humboldt Evening High School has done and is now doing a splendid work. The department prefers to hold the student for a long period of time rather than a short one, since the permanent result is better. Students are encouraged to go further than the course provides and to pursue individual studies of advanced work. The approval mark of the instructor is placed on every piece of work which is correctly finished by the students to assure them of careful supervision and absolutely sound, systematic, organized training—a training that strives to develop a foundation of character, good judgment and executive ability, upon which, combined with sound technical knowledge, they are to rear the structure of success.

The particular aims of the individual students are diversified; but their principal objective is to better their condition by increased excellence and efficiency in their chosen craft. This ambition the department tries to stimulate by stepping in when the student has awakened to his need of further knowledge, enrolling him in a class of learners and then directing him towards success. The marked advantage of all this is easily realized. Former students, a body now numerous, can be pointed out who have attained marked success in the engineering and building trades, largely through the beginning made in this department, and these examples furnish a vital stimulus to others to bend all their energies to do likewise.

Experienced Instructors

Since students enrolled in night classes are young men who are working during the day at some mechanical trade, the relation sought to be maintained between instructor and pupil is the same as that which prevails in the shop between master or journeyman and apprentice. The instructor tries to stand in the position of the master or journeyman mechanic of ability who is ever ready to aid the apprentice. Students are taught to regard the instructor in his classroom primarily as a master mechanic and secondarily as a teacher. Instruction is not offered with the thought that the apprentice system is a failure and needs reorganizing, but because it is recognized that the apprentice system, to be good and efficient, must be supplemented by technical instruction simulating the apprentice system of training for the purpose of securing the student's advancement rather than his exploitation.

In developing the courses of study, the instructors have, for guidance, their own experience in the work that they teach, plus an intimate knowledge of the student's

daily life and work. This gives the instructor a more intelligent grasp of the needs of the students than they themselves have and assures the utmost economy and efficiency in the use of the student's limited time. Furthermore, the class is inspired with confidence by the instructor's own successful continuance in the same line of work outside the classroom.

It has been truly said that the requirements of a successful engineer are character, judgment, and executive ability. The work of the department aims, through its system of instruction coupled with the environment, to help develop these qualities.

The instructors are all experienced, practical mechanics of technical training, who have won success in their daily work. Striving constantly to develop the system of individual instruction, they cooperate to advance the pupil. They try to impart some of their knowledge and to stimulate by their success the minds of the young students, in whom their interest lies. Their objectives are to present the theoretical side of the subject, which has been, for the most part, a closed book to the worker; and to awaken in the student an interest and an ambition to develop his vocation of the moment into something even better.

Courses Explained

The encouragement and help of the instructors, who appreciate the difficulties confronting the young apprentice in the shop, are valuable to the student, especially at the beginning of his apprenticeship, and to them he responds with greater and more continuous effort. He goes out again into his work with reinforced efficiency gained through the instruction which the technical department provided for him.

In the general field of industrial arts, courses of study in both the junior and senior high schools were in 1935-36 expanded so that new projects could be tried out with a view toward revising the courses of study. Many new committees are working towards bringing the courses of study up-to-date and making the work more interesting and practical. A more uniform gradation between the work in the junior and senior high schools has been instituted and better articulation between these two schools has been the result.

An integrated program between the industrial arts and the academic departments in the junior high school has been started and considerable success has been attained with the printing and English classes, art and sheet metal. The machine and electrical classes have worked with the social science department in tracing sources of material.

Consistent efforts have been made to re-establish mechanical drawing in the junior high school as a unit subject instead of teaching drafting in conjunction with woodworking.

There are nine junior high schools having fifty-one shops, 6,491 pupils and 47 teachers.

Total Enrollment

Of the eight senior high schools (including Continuation) six carry on an industrial arts program. In these schools are 25 shops, 3,726 pupils and 25 teachers.

The evening schools have approximately 1,000 pupils in industrial arts and industrial vocational classes and these are served by 40 teachers.

The total number of pupils enrolled in industrial arts approximates 14,000.

The cost is about 59 cents per term per pupil for supplies and replacements.

The senior high school courses of study are being strengthened along vocational lines especially in the junior and senior years. This is being done in anticipation of placing graduates as advanced apprentices under the new National Apprentice Training Program.

Evening schools supplement the vocational training of boys engaged in industry in the day time. The excellent shop facilities of senior high schools and the vocational school are admirably adapted for trade extension classes.

What Do Pupils Study in High Schools?

San Francisco Public Schools

THE first secondary school of the New World, the Boston Latin School, was founded April 23, 1635. That date is about 100 years before the birth of George Washington, and 200 years before the birth of Mark Twain. Boston was then five years old and consisted of a few rude dwellings huddled about a thatch-roofed, mud-walled church.

For ten years the pupils of this school assembled in the homes of the schoolmasters. The curriculum consisted largely of Latin and Greek with some exercises in the use of the mother tongue. Religious purposes dominated the school. There were no utilitarian pursuits.

Botson Latin School

As America has marched from the wilderness to world power, the schools have gone hand in hand with progress in all other social lines. From that single master in the Boston Latin School with a handful of pupils, the schools of our land have multiplied, expanded, and enlarged until by 1932 there were enrolled in grades nine to twelve, inclusive, of our public schools, the usual high school grades, 5,140,021 pupils, almost equally divided between boys and girls. School buildings have been erected in every village, town, and city, which are monuments to the faith of the respective communities in education and are open doors of opportunity to those in the golden age of youth. Twenty-five thousand free public high schools throughout the United States are witnesses to our genuinely democratic education. Contrasted with the limited and narrow classical curriculum of the Boston Latin School, the enriched program of offerings today includes a total of over 400 different subjects or lines of pupil endeavor.

The first three words of the Constitution of the United States, "We, the People," have expressed our ideals in education as in government. The great shift from rural to industrial life, the expansion of knowledge, the multiplication of occupations, the demand for preparation, the dream of better things for the children than the parents enjoyed have resulted in a school population which is over 50% of the 14-to-17 age group of the nation, and a very much higher pecentage in favored communities. The school has become all-the-children-of-all-the-people centered. New demands have taught new duties.

Curriculum to Fit Children

The modification of the secondary curriculum to fit all the children who are now attending high schools is the greatest problem of such schools. All must be taught such subjects and by such methods as will permit them to survive. A law which compels young people to attend school, and a curriculum which does not make possible successful work for all who attend are diametrically opposed. A shifting and evaluating of topics, old and new, a psychological organization of units of subject matter to meet varying needs and interests of pupils, and a purposeful teaching that will bring growth and development in all pupils are potent secondary school objectives.

Frequently a mother or father comes to the school office to make a request that the son or daughter, usually a daughter of frail appearance, be permitted to do the work of the four-year high school in some shorter period. The conception still prevails from the days of the single narrow curriculum that a pupil in the usual four years completes the full offerings of the high school. Enrichment of the four years of study for the pupils who are able to learn readily or work harder is rarely understood by these parents.

If one will estimate the time it will take a pupil to complete the offerings of one of the San Francisco four-year cosmopolitan high schools, carrying the common program of five subjects per day, he will discover the result is about 20 years. Therefore, a pupil in his four years has completed but a fraction of the whole, about one-fifth, when he graduates. What an enrichment one observes as he contrasts the numerous offerings of the modern high school with the lean program of studies in that first colonial high school.

All San Francisco Public High Schools meet college entrance requirements. Work done in any one of the high schools is accepted on a par with the same work in any of the schools for college or university entrance or for any other purpose. All of the high schools offer all of the subjects required for entrance to the California colleges and universities and all of these high schools are fully and equally accredited. Preparation for any other higher institution may be made in any one of the high schools as well as in any other.

Courses and Subjects

Courses in English, ancient and modern languages, mathematics, science, social studies (history, civics, etc.), health and physical education, R.O.T.C. (except in Girls High School), and music are common in all high schools, with the slightest variations.

Art.—Practical courses in the various phases of art are given in all the senior high schools, although these courses are not strictly identical in all schools.

Commercial Courses.—The commercial courses are much the same in Balboa, Galileo, Girls, Mission, and Polytechnic. Commerce has a more extensive course in this field.

Household Science and Arts.—Courses in foods and clothing are offered in Balboa, Galileo, Girls, Mission, and Polytechnic. Clothing and millinery are given at Commerce.

Shop Courses and Mechanical Drawing.—Balboa, Galileo, Mission, and Polytechnic offer about equal shop opportunities. Mechanical drawing is taught in these schools and also in Commerce and Lowell.

Balboa, Galileo, Mission, and Polytechnic are essentially alike in their offerings. Each of these schools provides all the types of work that are found in the public high schools of our city. These schools are four-year high schools, grades IX to XII, except Mission, which carries grades X–XII only. Beginning in August 1936, Galileo will change from a four to a three-year high school.

Courses Offered

The High School of Commerce is like the four schools named above with three exceptions: (1) it teaches only a limited amount of shop work, (2) there is no course in foods, and (3) the commercial department is more extensive. It is a four-year high school, grades IX–XII.

Lowell High School offers courses in English, languages, mathematics, science, social studies, art, mechanical drawing, music, health and physical education, and R.O.T.C. It is a four-year high school, grades IX–XII.

The San Francisco Continuation School offers fine opportunities to those pupils who must discontinue full-time day school. This school has a broad and rich curriculum. No pupil may enroll in the Continuation School who will not be 16 years of age or over at the time he expects to enter there.

All under 18 years of age, not enrolled in a full-time day school, must attend the Continuation School at least four hours per week, if employed, and at least a half day every school day, if unemployed. Evening school attendance, by law, *cannot* be accepted as a substitute.

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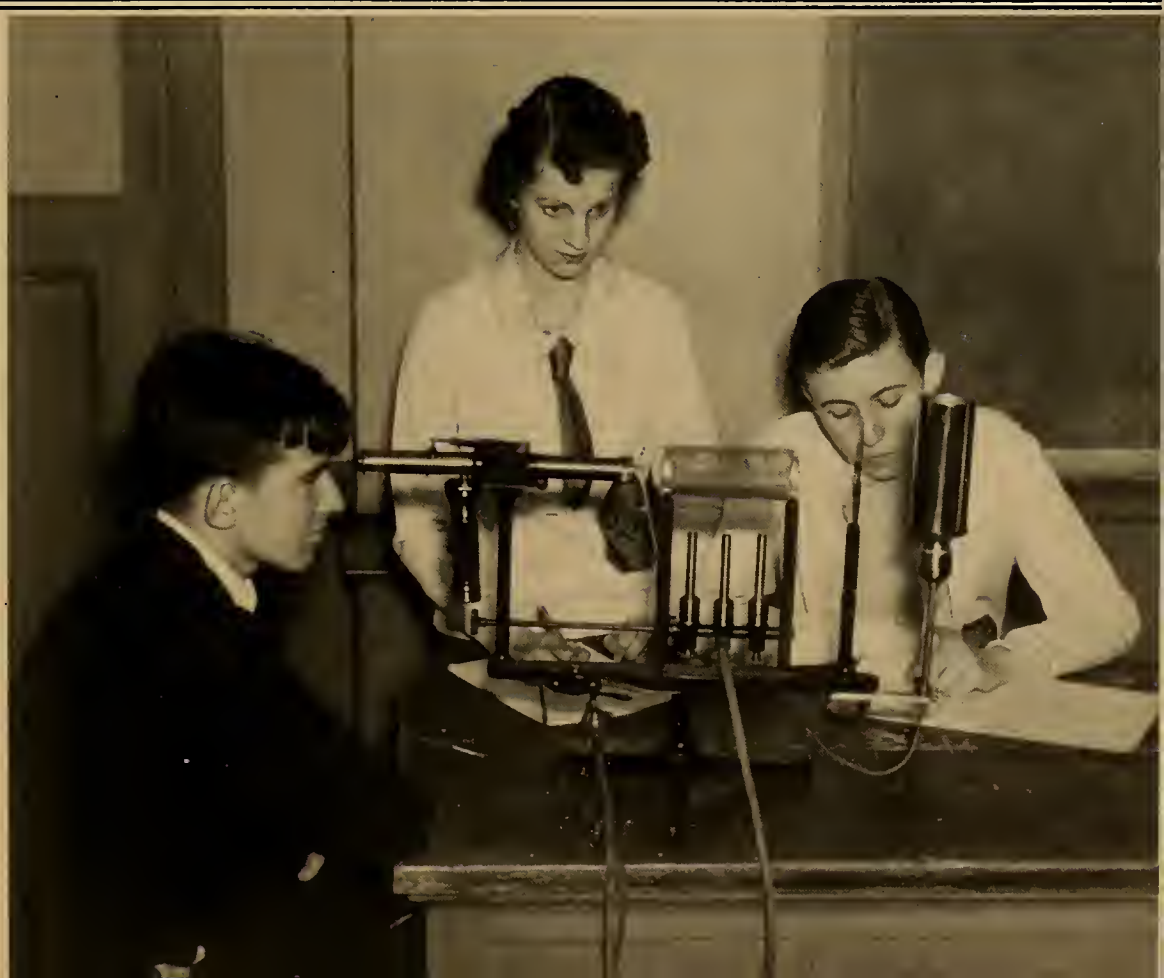


SAN FRANCISCO PUBLIC SCHOOLS

In all high schools, the standard practice of five recitations a week in each subject is followed.

Revised Rules and Regulations of the State Board of Education relative to secondary school courses of study and graduation requirements became effective July 1, 1932.

These revised standards give us a new term, the semester period, which replaces the older term, credit.

A semester period is defined as one period of 40 to 60 minutes per week throughout one semester of not less than 17 weeks. One carrying any subject five days a week for the length of period and semester stated will receive five semester periods for successful work.

The number of semester periods required for high school graduation will vary, according to the curricula elected, from 200 to 240 semester periods.

Items 1, 2, 3, 4, and 5 are Specific in all San Francisco High Schools

1. Instruction in health and physical education daily throughout each year of the high school curriculum; except that exemption may be authorized as provided in the School Code, Section 3.731.

Reserve Officers' Training Corps, R. O. T. C., may be taken in lieu of health and physical education.

Graduation Requirements

2. Not less than 10 semester periods of instruction in American history and civics, including the study of American institutions and ideals, and the United States Constitution, grades XI and XII.

3. Not less than six semesters, five periods a week, of instruction in English, grades IX-XII.

4. Not less than six semesters, five periods a week, of instruction in a subject or a group of definitely related subjects in addition to health and physical education and English in 1 and 3 above, grades IX–XII.

The requirement (4) may be met by pursuing any one of the following fields for six semesters. The choice should be made at the time of entrance to high school:

a. Business and commerce.
b. Fine arts.
c. Foreign language.
   Three years in one foreign language or two years in each of two foreign languages.
d. Household arts (clothing, foods, millinery, etc.)
e. Industrial arts.
f. Mathematics.
g. Mechanical drawing.
h. Music.
i. Natural science, physical and biological.
j. Social studies (civics, economics, history, and sociology).

5. At least 50 semester periods in addition to health and physical education, or R. O. T. C., must be taken in advanced courses, the usual subjects of the eleventh and twelfth years.

Items 6 and 7 are optional in the several San Francisco High Schools

Science and Language Courses

6. Not less than two semesters of instruction in laboratory science, grades X–XII, with equivalent of two double and three single periods per week throughout.

Item 6 is included in the requirements of all schools except Mission High School.

7. Not less than four semesters, five periods a week, in foreign language, or mathematics, or social studies, grades IX–XII.

Schools desiring to include this item (7) may adopt one of the following plans for election by pupils among the subjects named:

a. One subject from the three subjects named.
b. One subject from any two subjects named.

The requirement in 2 may be part of the requirement in 7 if the election is social studies.

Item 7 is included in the requirements of Galileo, Girls, and Lowell High Schools.

To Complete the Curricula, All Schools

8. A sufficient number of other courses to complete the equivalent of eight semesters of subjects in any grouping of the following outlines:

Semester Curricula

Health and physical education or Reserve Officers' Training Corps, R. O. T. C., instruction is required daily in addition to one of the following semester curricula:

MANY PHASES OF SCIENCE ARE TAUGHT IN SENIOR HIGH SCHOOLS

SAN FRANCISCO PUBLIC SCHOOLS

A. Four prepared subjects.
B. Three prepared subjects and two practice subjects.
C. Two prepared subjects and three practice subjects.

One cannot draw a sharp line between prepared and practice subjects, since one does not learn anything without practice, and since preparation is a part of all courses.

A prepared subject is one in which a daily assignment of work to be done outside the recitation period is made. Study governs.

A practice subject is one to which the pupil application is very largely confined to the recitation period only. Skill in performance rules.

A practice subject taken a double period daily counts as two single-period practice subjects.

Classification

In advancing in classification, a pupil may be short one subject of the normal requirements.

Authorization

All curricula must have the approval of the principal, vice principal, registry teacher, or counselor.

University Requirements

Under guidance and for cause, a pupil may carry more or less work than that of any of the above curricula. Graduation will always demand as a minimum the completion of the equivalent of eight semester schedules outlined in A, B, and C.

UNIVERSITY OF CALIFORNIA

Admission to Freshman Standing by Certificate

A graduate of an accredited high school may enter the University in freshman standing, provided the conditions outlined below have been satisfied:

A. Graduation from an accredited high school; this usually requires the completion of 16 subject credits.

B. Subject Requirements.—Completion of a high school program which will include the following:

(a) History	1 unit
(b) English	3 units
(c) Mathematics (elementary algebra and plane geometry)	2 units
(d) Science: a third or fourth-year subject with laboratory (chemistry or physics, or biology, or zoology, or botany, or physiology)	1 unit
(e) Foreign language (in one language)	2 units
(f) Advanced mathematics; or chemistry, or physics—if not offered under (d); or advanced foreign language in the language offered under (e) (if in another foreign language, two units will be required	1 (or 2) units

C. Scholarship Requirement.—The 1933 Plan: In this plan a B average is required in the subjects listed above, (a) to (f), taken in the 10th, 11th and 12th years. In these years no courses in which an applicant has received grade D will be counted in reckoning the average grade for admission or in satisfaction of the subject requirements. A semester grade of A may be used to offset a semester grade of C in any of the prescribed courses.

Grade Regulations

For work completed in the junior high school or 9th grade of the four-year high school, subject credit is given for any of the (a) to (f) subjects completed. Any passing mark is acceptable in these courses.

Grade Regulations.—The requirements in respect to grades is based on a system of four passing marks: A (superior), B (better than average), C (average), and D (barely passing). Principals are requested to interpret all grades in accordance with this system.

In the reckoning of grades attained by the student, semester grades will be counted rather than year grades.

A grade earned by repeating a course may not be counted as higher than C, even though a higher grade may be reported.

Subject A: English Composition.—An examination in English composition designed to test the applicant's ability to write English without gross errors in spelling, grammar, diction, sentence structure and punctuation, is required of all undergraduate entrants. The examination is given at the opening of each semester and at

the opening of the Summer session. Students who do not pass in the examination are required to take the course in Subject A without unit credit toward graduation.

The following data summarize the enrollments taken from 30 detailed charts which show the numbers of pupils by the divisions of the subject fields and by the schools. respectively. These charts are available in the office of the superintendent of schools.

The enrollments involve 2,786 ninth-grade, 5,882 tenth-grade, 4,765 eleventh-grade, and 3,752 twelfth-grade pupils in the San Francisco public four-year and senior high schools. The ninth-grade pupils of the city are enrolled partly in these schools and partly in the junior high schools.

Enrollments by Subjects

Subject	Subject Enrollment	Per Cent of 99,275	*Per Cent Other Cities	Subject Rank S. Francisco
Art	3,455	3.48	2.2	9
Commercial Courses	12,872	12.97	13.9	3
English	16,439	16.56	17.7	2
Foreign Languages	10,011	10.08	8.3	5
Health and Ph. Ed. and R.O.T.C.	17,185	18.32	9.2	1
Household Arts	3,561	3.59	3.8	8
Industrial Arts	3,331	3.35	8.3	10
‡Mechanical Drawing	2,333	1.34	.....	12
Mathematics	7,596	7.65	9.5	7
Music	2,909	2.93	3.6	11
Science	7,702	7.76	10.7	6
Social Studies	11,881	11.97	12.7	4
			Misc. .1	
	99,275	100.00%	100.0%	

* Average per cent of recitation time in 14 cities devoted to each major subject field, 1930-1931, The Program of Studies, Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph No. 19, page 182. The cities are Atlanta, Berkeley, Detroit, Joliet, Kansas City, Lincoln, Los Angeles, New Orleans, Newton, Pueblo, Rochester, St. Louis, Salt Lake City, and Trenton.

‡ Mechanical drawing was considered as part of industrial arts in the study of the other cities. It is about 30% of the offerings of the subject field.

PHYSICAL EDUCATION FOR GIRLS HAS A DEFINITE CARRYOVER VALUE IN INDIVIDUAL SPORTS

Public Schools Athletic League Restored

SAN FRANCISCO PUBLIC SCHOOLS

SAN FRANCISCO was the second large city in the United States to recognize school athletics as an integral part of the curriculum, organizing it as a regular subject in 1908, five years after it was started in the schools of New York City. Since that time the school athletic movement has grown throughout the nation and San Francisco's program has never lagged.

Nine years later, in 1917, physical education was made a required subject by law in all California schools. That it has proved itself worthy of its place in the educational sun has been demonstrated by the fact that no state in the Union has repealed its law requiring physical education in public schools.

Carryover Values

Twenty-five years experience in the teaching of physical education has proven that its real worth lies in its carry-over value in adult life. While the last generation was content to sit in the grandstand, the present generation is manifesting greater interest in individual sports, the prerequisite of which is rigorous daily group exercises during the period of adolescence and early manhood.

In California children are favored over those in most of the other states in that they are provided with a period of daily exercise not only in the secondary schools, but in the elementary grades.

Inasmuch as few pupils are excluded from the operation of this law, it follows that measures must be taken to insure its benefits to children of various kinds and ages. From this necessity arise the different procedures, courses of study, teachers of various activities, examinations by Board of Health physicians and nurses, corrective centers, athletic schedules; in brief, all the varied methods and agencies whereby the individual pupil, of whatever grade, is exposed to physical education.

During the year 1935-36, the physical education program in the elementary schools was expanded to include a restoration of the Public Schools Athletic League, a unit which provides inter-school sports in seventh and eighth elementary grades after school hours under the supervision of teachers designated by the physical education department. The results have been highly gratifying and tend to equalize the educational opportunities in elementary schools when compared with the more complete program offered in junior high schools.

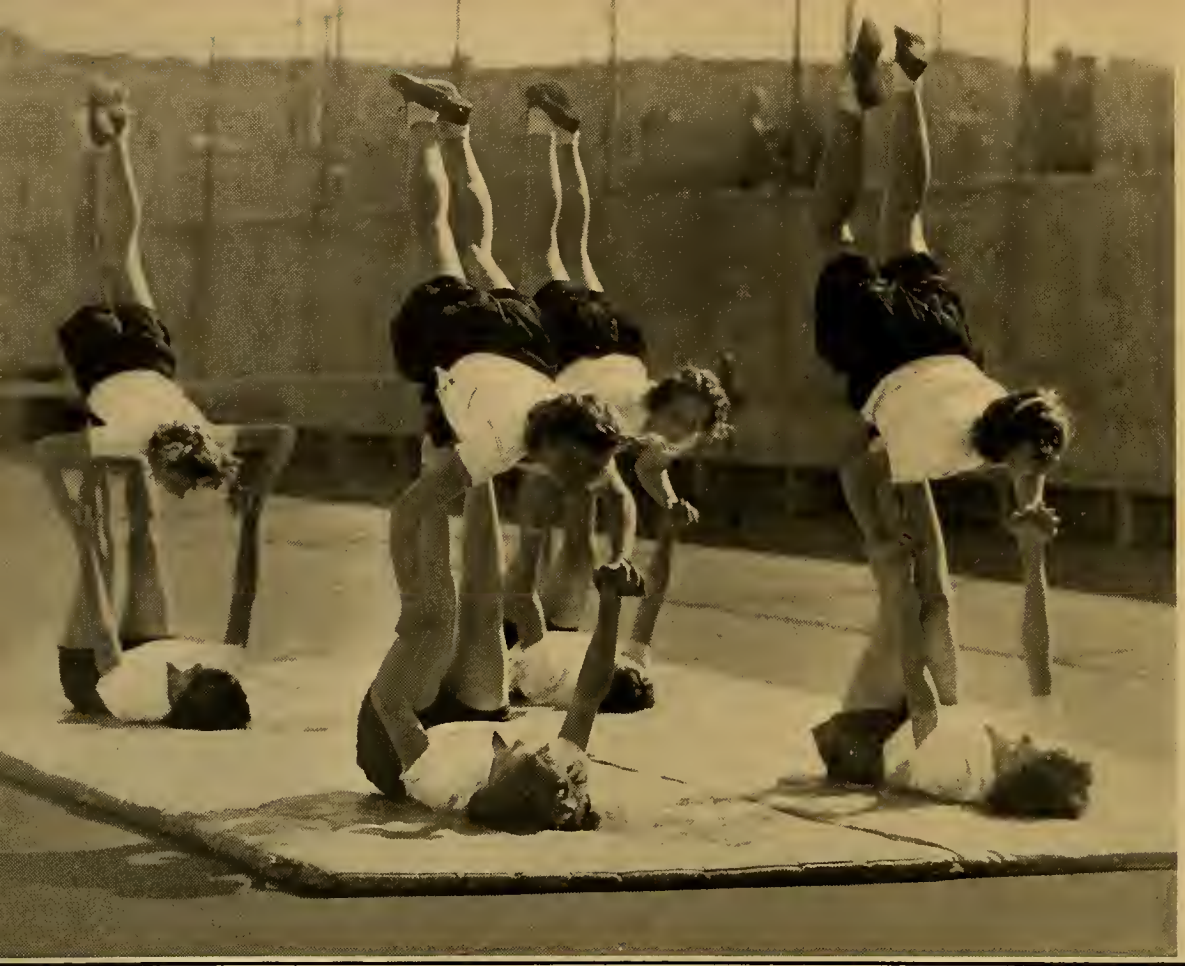
Elementary Program

In the primary and elementary grades the daily program of physical education and health is carried out by the classroom teacher, with the help of two assistants from the central office. The course of study is composed of two units, one in health and one in physical education; the content of this course is graded and so varied that all phases of the subject are covered.

There has been a definite improvement in the games program in the primary grades, chiefly because it was found possible to distribute an increased amount of play material this year.

Folk dancing in the elementary schools received a great impetus in the past two years through the accession of a number of pianists, men and women, who were supplied by the S.E.R.A. This activity was regularly programmed for boys and girls in 32 schools and for girls alone in seven schools. Fourteen schools presented dance festivals in costume, to which the entire community around each school was invited. The majority of these fetes were presented in the open air.

In practically every elementary and primary school in the city the daily exercises and games are carried on throughout the year in the open air, except on rainy



BODY BUILDING GYMNASTICS FOR BOYS AND GIRL

days. Programming of physical education in individual classes was accomplished by the following schools: Bay View, Daniel Webster, Dudley Stone, Grant, Grattan, Guadalupe, Jefferson, Madison, Monroe, Pacific Heights, and Sheridan. This procedure gave more opportunity for individual instruction with greater space and more facilities per pupil.

It is pleasant to note at this time that the principals and teachers in the elementary schools exceeded previous records in cooperating to make the physical education program worthwhile and attractive to the children. A number of play-days and friendly inter-school games were arranged during the year.

The posture of children is a problem, and the addition of at least two supervisors of physical education would be of great help here, as well as in other phases of the physical and health education program in the elementary schools.

Variable Conditions

Children enter school with great variations in their physical condition. Some come with antero-posterior deviations of the spine, or postural (beginning), scoliosis, or faulty foot posture (flat or pronated feet), or contractures and stiff joints from accidents, or weak muscles.

Two specially trained teachers spend one-half day a week in 15 elementary school centers, working in twenty minute periods with groups of twelve children who fall within the above mentioned classifications and hence are in need of corrective exercises. Each group is given special posture training and exercises are outlined for work at home. Careful check-ups are made at the beginning and end of each school term.

In addition to exercises, teaching of better posture takes place by means of talks, discussions, demonstrations, and the making of scrap books. One of these teachers also devotes five half-days a week to muscle training and other therapeutic measures at Sunshine School, a special school operated for crippled children.

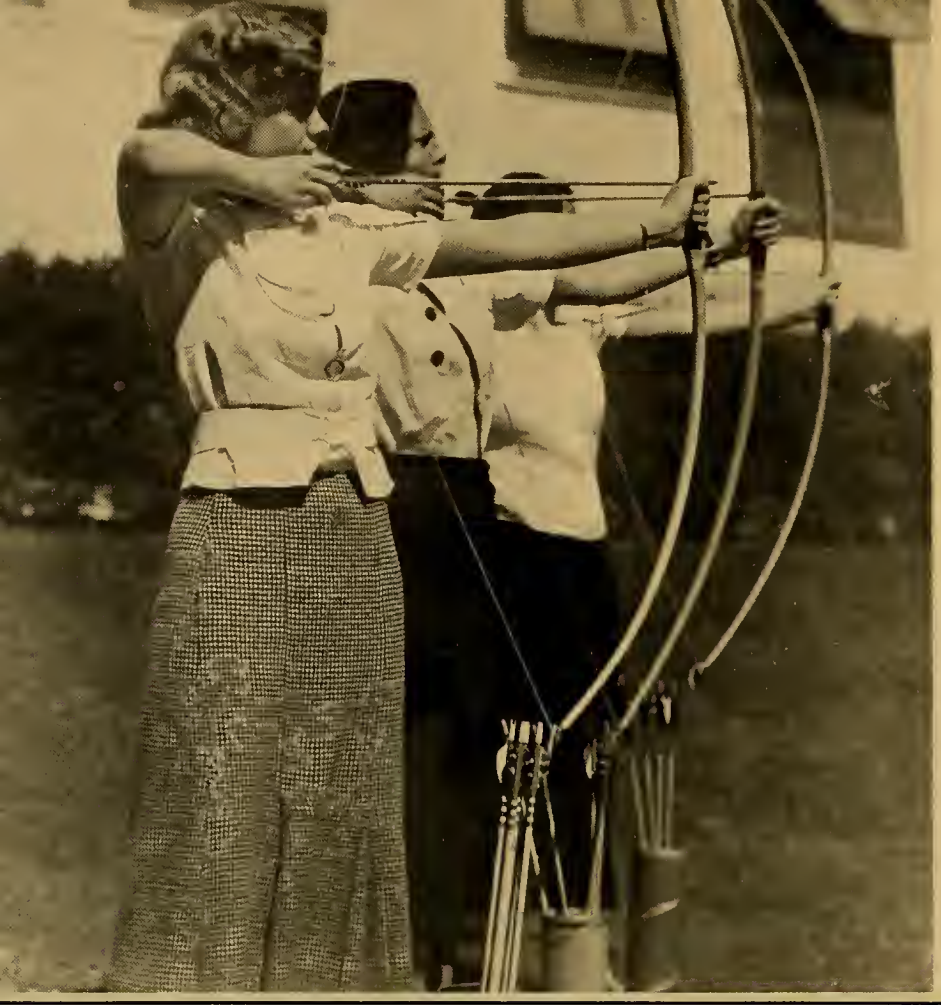
There are not enough centers to accommodate all children in need of this work, but children from all schools in the city may attend one of the Saturday morning corrective centers. There are two of these: at Girls High and at Everett Junior High School. These centers are open every Saturday morning during the school year. Trained teachers work under the supervision of a physician assigned by the Department of Public Health.

Children with established scoliosis and those with weak or partially paralyzed muscles due to poliomyelitis or birth paralysis or with other physical handicaps are recommended by school or health authorities for attendance at these centers. This year the attendance totaled 4646 for the 40 Saturdays of operation.

Supplemental Facilities

The program of physical and health education is carried on in the elementary schools by principals and classroom teachers with the assistance of the staff from the central office. A different picture is presented in the junior high schools, high schools, and senior high schools. Here there are 31 different units for boys and girls with highly trained men and women teachers in charge. In practically all of these schools, the most modern and adequate physical education plants are provided with gymnasiums, lockers, shower-rooms and playing fields and courts. Where outdoor space is insufficient, the resources of the Board of Education are supplemented by the use of pools, courts, tracks, and play spaces, with the services of specially equipped workers, supplied through the cooperation of the municipal recreation and park commissions.

The program in the secondary schools includes first: instruction during class periods in the fundamentals of hygiene and first aid, free gymnastics, apparatus, weaponless defense, wrestling, tumbling, and other mat work, individual corrective work, and organized mass play and team games; second: application of skills learned



EXTRA CURRICULAR ACTIVITIES, A BY-PRODUCT OF PHYSICAL EDUCATION

during instruction periods in out-of-school time through intramural and inter-school games and other activities; and third: demonstrations and programs given for schools and other public agencies and upon civic occasions.

In the junior high schools, girls' division, the most striking progress was shown in the fields of health instruction, folk-dancing, sports, especially swimming, and in public demonstrations.

Emphasis was placed upon individual adjustment of health problems and hygiene was made more practical by uniting it with personal experiences. Methods of instruction included discussion, lectures, notebook work or tests, and study. A nutrition class was started at Everett and a restroom opened and a nutrition class started at James Lick.

The help given by S.E.R.A accompanists to all schools that applied for this service made possible a wider program in dance and other rhythmical activities than ever before. At Presidio Junior High School a successful experiment was conducted in creative rhythms with four ninth grade classes.

Development of Skills

The high school girls' division, in addition to their usual well-rounded program in physical education, showed exceptional progress in the development of skills and technique in the fields of dancing, sports with carry over value, and demonstrations.

At Balboa High School the Girls' Athletic Association was reorganized, and golf and archery introduced very successfully. At this school two classes of boys and girls were combined under the instruction of a man and woman teacher in the girls' gymnasium. This experiment in "co-educational physical education" aroused great interest, and a real spirit of recreation, courtesy, and enthusiasm was developed.

At Galileo the girls' department kept "open house" during Public Schools Week. Girls High School entertained 20 elementary schools and nine junior high schools in invitational play days, and the Sports and Pastimes Association held a play-day with 575 participants.

The High School of Commerce girls department added golf to their after-school sports, and successfully adapted archery to indoor use; practice was conducted in the gymnasium twice a week, starting at 7:30 o'clock. Pictures were taken of girls in corrective classes in bathing suits for comparison in the overcoming of postural defects. Co-educational dancing and social dancing classes were held twice a week.

Lowell girls added field hockey to their after-school sports through the kindness of the Funston Playground management in lending its field-house and playing equipment. More than half the student body participated in after-school sports, the second time this remarkable record has been made by this school.

Instruction in Gymnastics

At Mission, student leadership in play activities was introduced, thus giving the teachers greater opportunity for individual instruction of slower groups. At Polytechnic, the upper-class girls were trained in coaching and officiating in sports, with resultant development in leadership.

In the Junior High School Boys' Division, it is difficult to make specific mention of individual schools, inasmuch as improvement was noted in every department. Development occurred along three general lines; first, in better administrative arrangements throughout the instructional period and in the management of the entire plant, including office arrangements. This resulted in the saving of much time in the handling of large groups of boys in limited periods, with resulting betterment all along the line.

Secondly, more class instruction was given in gymnastics leading to development of the physique of boys. At this stage it is important to arouse the boy's interest in his physical development and to increase respect for his body.

Thirdly, the Junior High Schools Athletic League under the direction of the

Department of Physical Education reached a new high water mark. With one less junior high school the number of participants number one more than ever before. Games were more evenly contested and exceptionally good feeling existed between all schools.

Maximum measurements in height. age. and weight. in addition to the exponent system now in use. were adopted for this year only. The purpose was to equalize competition. but it was found the present system attained the object sought without the introduction of technicalities which might tend to weaken good fellowship.

An interesting secret ballot was conducted at Aptos by the late Charles W. Andrews in which the question was: "If physical education were not compulsory but optional. would you elect it?" The boys' student body voted the affirmative by 95 per cent.

A committee of men and women teachers of general science and physical education worked out a program leading to better coordination between the two subjects in the teaching of hygiene.

Revision of Courses

Two committees. one of men and the other of women. were organized to revise the courses of study and will engage in this task next year.

The High School Boys' Division was perhaps less spectacular in an advancing program than other sections of the department. but made several significant gains. Galileo and Lowell have been retarded both in their instructional time and after-school activities by shortened periods and lessened facilities. but this situation was remedied as soon as Lowell reoccupied its own building.

Balboa has introduced a loud speaker for handling large groups and thus joins Mission and Polytechnic in better administration of this problem. Late in the Spring term Balboa staged the first city-wide gymnastic meet for high schools and junior high schools. All high schools and a number of junior high schools entered the meet. which was highly successful and should be the forerunner of many others.

Mission High made use of a pianist in conjunction with its public address system for classes in marching and mass rhythmical exercises. creating increased discipline and greater progress in skills. This experiment is notable in boys' work and should be more generally employed.

As a part of American Education Week. High School of Commerce with 400 boys and girls. and Horace Mann Junior High School with 800 boys and girls gave a fine demonstration of physical activities on Commerce athletic field. The program consisted of marching. mass gymnastics. apparatus work. folk dancing. and games.

Professinal Growth

Cadet teachers. men and women. from the San Francisco State College gave fine service in the secondary schools. a help greatly appreciated by all the teachers.

The Board of Health. in addition to its usual services in the regular physical examinations of boys and girls. gave tuberculosis skin tests. with X-ray follow-up when necessary. in a number of schools.

The Academic Athletic Association of the high schools recently has held its meetings in the Physical Education office. thus creating a closer contact with the central office.

Besides the demonstrations mentioned above. many exhibitions and demonstrations have been produced as part of the Public Schools Week and Teachers' Institute programs. as well as at individual schools in conjunction with the work of other departments in the schools.

While progress has been made as noted in this report. greater improvement remains to be made in the fields of measurement of results and continuity of progression in instruction to the end that the schools may turn out a better product.

Detailed reports on athletics. corrective work. and rowing are on file in the office of the director of physical education.

Adult Education Program Provided

San Francisco Public Schools

ADULT EDUCATION has continuously taken a prominent place in the school system of the City and County of San Francisco. New courses were added, the number of teaching days was increased, and the evening school forum established in the past two years.

The program of adult education has been revised over the last few years to meet the needs of the adults attempting to adjust themselves to the economic situation, to aid adults in re-training for new vocations and to provide the worthy use of leisure. The problem became one of meeting the needs of the high school graduate, the prospective graduate, the seeker of culture and the man or woman out of employment and the person in a new employment.

Reducing Illiteracy

Adult education during the past year has aimed to reduce illiteracy and prepare the foreign born for citizenship. It aimed to increase the level of educational maturity. It aimed to increase the understanding of social and economic problems and to develop a constructive attitude towards institutions of democracy.

During the past year approximately 20,000 different students attended the five evening schools for varying lengths of time. The actual number enrolled at any one time was 8500. At the close of school in May there were approximately 1000 more students enrolled than in the previous May.

The highest average evening attendance was 4600. Approximately one-third of the evening school students were high school graduates. Five hundred students were studying for high school graduation. One-third of the evening students were unemployed.

The average class size in evening schools is 25. This compares favorably with the average class size of 13 for the state as a whole.

During the past year several new courses were established at the request of the patrons of the evening schools.

Cantonese and Mandarin dialects of Chinese were offered at Galileo Evening High School. These courses have the indorsement of the Chinese Six Companies and the Chinese Chamber of Commerce.

Wood carving and clay modeling were established at Humboldt Evening High School. These courses are correlated with the art courses and the wood work classes.

Astronomy correlated with physics was established at Galileo Evening High School. This course includes the use of the telescope for observation.

Evening Forums

A course in civil service was established at Polytechnic Evening High School. Jewelry design was introduced at Humboldt as a complement to the art metal work. Courses in modern novels, accounting and pattern making were also introduced.

A course in the principles of insurance was introduced at Evening High School of Commerce.

The Evening School Forum has been one of the outstanding developments of the past year. Approximately 400 persons per week attended these meetings at Balboa, Galileo, Commerce and Polytechnic evening high schools.

Subjects discussed by Forum speakers were world events, crime, educational matters, literary and aesthetic subjects, political topics, economic and social problems, historcial matters and engineering. Four of the lectures were illustrated.

Speakers on the Forums included world travelers, city, state or federal officers, consuls, ministers, engineers, judges, artists, writers and journalists, musicians, business executives, lawyers and professors.

The Forum meeting consists of 45 minutes of discussion of current events and the address of the previous speaker, 45 minutes for the guest speaker of the evening, and 45 minutes of questions addressed to the guest speaker by members of the Forum group.

Evening junior college classes have been recommended for evening school students. Of 9500 evening school students registered during the first four weeks of the Spring term 1935, 3500 were high school graduates. Of the 20,000 different students who have enrolled for varying lengths of time in the evening schools during the year 1934-35, approximately one-third are high school graduates.

A survey of evening school students showed that approximately 1000 would register in evening junior college classes. Of this number approximately 200 wish to take courses leading to the university and 800 wish to secure further educational advantages at the junior college level. Prospective students in this group have requested commercial and technical courses in the main.

College Courses

Evening high school teachers number 226. This number of persons converted to the equivalent of "five-evening teachers" becomes 155.2. About 100 of the 226 teachers also serve in the day schools. Forty teachers in the evening schools have day employment other than teaching.

Evening high school teachers were paid by the evening, but were appointed for the full year, the total number evenings served depending on whether the teacher taught one, two, three, four or five evenings per week.

Teachers were paid according to the following schedule:

1st and 2nd rating	$5.8247 per evening
3rd and 4th rating	6.4433 per evening
5th and following	6.9845 per evening

Principals and other administrative officers were paid as follows:

Head Technical Dept. Humboldt Eve. High	$ 9.1327 per evening
Asst. to Principal Humboldt Evening High	7.6160 per evening
Principals—25 or more teachers—170 eves	1918.03 per year
Principals—11-25 teachers—136 evenings	1404.15 per year

Funds for the support of evening schools are federal, state, and city and county. These funds are based on average daily attendance of the previous year, and upon special grants or bonuses.

Cost of Classes

Average daily attendance for evening schools is derived by dividing the total evenings present by 9/16 to convert it to a figure comparable to the day school attendance and then dividing by the number of days of the day school term. Average daily attendance for evening school thus became 1524 A.D.A.

Funds derived for evening school based on the above A.D.A. were as follows:

1. During 1933-34 we had 1.524 units of A.D.A. for evening schools. This was the basis of the money for 1934-35 derived as follows:

5 evening high schools @ $1,800 (special fund)	$ 9,000.00
½ of special fund (general)	4,500.00
20 years maintained (5 schools @ 4 years)	16,000.00
1524 A.D.A. @ $83.33	126,994.92
Total	$156,494.92
Federal aid for trade extension	4,347.76
Grand total	$160.842.68

ADULT EDUCATION IN SAN FRANCISCO FEATURES A WIDE RANGE OF SUBJECTS

Deducting the total receipts from the cost of salaries for 1934-35 the cost to the City and County of San Francisco becomes $19,940.10.

Salary budgetary provisions and salary costs for the past year are shown in the following tables:

Item	Appropriation 1934-1935	Expended Fall 1934	Total Expended Fall 1934, Spring 1935	Balance
Principals	$ 8,048.00	$ 3,638.68	$ 8,038.59	$ 9.41
Teachers	165,708.00	73,522.24	165,921.02	-213.02
Clerks	3,570.00	1,548.26	3,545.77	24.23
Janitors	3,852.00	1,135.77	3,277.40	574.60
Total	$181,178.00	$79,844.95	$180,782.78	$395.22

Classes in Americanization

There are 17 day Americanization classes located throughout the city in districts where there is the greatest need for them. The morning hours of instruction are from 9:30 to 11:30 o'clock, and afternoons from 1:30 to 3:30 o'clock in all classes except Fisherman's Wharf class, which meets from 1:00 to 5:00 o'clock. In three schools there are ten two-hour sessions a week, that is, two sessions a day, for five days a week. The remaining classes hold from two to seven two-hour sessions a week.

During the year 1934-35, 1,300 foreign-born men and women, 319 men and 981 women, have been enrolled in the day classes. Fifty nationalities have been represented, 32% of the entire enrollment being Italian, 16% are from Spanish-speaking countries, and 10% are Russian. There are great differences in the educational background and in the general life experiences of these adults, who come from many walks of life and from many parts of the world. While these factors add much interest to the work, they also constitute a teaching problem which calls for understanding and sympathy, skill in organization, careful planning and patient effort on the part of the teacher. She must meet the needs of:

1. Men and women who are learning the English language. Many of them have had elementary school or high school training. Some are illiterate.
2. Petitioners for citizenship who are preparing for the court examination for naturalization.
3. Illiterates whose greatest interest is in learning to read and write. Many of the illiterates have lived in the United States for some years and are accustomed to expressing themselves in English, but they speak the language incorrectly.

Education of Foreigners

In almost every class, the largest group consists of men and women who are learning to speak the language. Many of them understand little or no English upon entering school. The aim is to help them to learn the English for which they have the most immediate need in everyday life. A vocabulary is built up in use, in sentences which are usable at once just as they are learned in school.

In the naturalization classes, in addition to a knowledge of the Constitution, the teacher has ever in mind the aim of helping them to understand the factors underlying the national development of the United States, to stimulate an interest in present problems, and to develop appreciation of the responsibilities of American citizenship.

Once a month the Bureau of Immigration and Naturalization sends to the office of the Supervisor of Americanization a list of the petitioners for citizenship, who on filing their second papers showed need of further study of the Constitution.

ART AND WELDING COURSES IN EVENING SCHOOLS EMPHASIZE INDIVIDUAL PROJECTS

ELEMENTARY SCHOOL LIBRARIES SUPPLEMENT PRESCRIBED TEXTS

Demands for Improved Text Books Supplied

San Francisco Public Schools

ANY plan of education must be progressive if it is to meet new situations and the problems resulting therefrom and consequently the tools of learning must be subjected to change in order to make way for others better fitted to the newer circumstances of ever changing educational programs. School administrators are keenly alive to the fallacy of employing a valuable teacher and neglecting to furnish adequate tools. Also they are anxious to profit by the experiences and studies of those with similar conditions and so in addition to supplying the needs of the public schools of San Francisco and their administrators the Bureau of Textbooks and Libraries responds to countless requests from all parts of the world for information concerning San Francisco courses of study, textbooks and library books, visual aid equipment and supplies, plans of organization and administration of these previous experiences and outlooks for the future. Such inquiries are stimulating.

Functions of Bureau

Today the school library is conceded a place in every progressive school program but its functions may be misunderstood by those who have not kept pace with the trends in educational growth. A school library is an expansion of the textbook beyond measure. Through proper organization and administration it presents to the student a wealth of learning materials in a more efficient and economical way than any other that has been yet devised by school people.

Besides finding the library a depository for assigned lesson tools, the student discovers it to be a place of calm and charm where he may learn to know books, to evaluate them, to vision them as the messengers of other minds, and gather from them power to grow of himself and to sustain himself in later life.

In San Francisco all senior and junior high schools have libraries, with standard equipment and cataloging, in charge of trained teacher-librarians. These teacher-librarians have library training in addition to that for teaching.

Elementary schools built since 1920 have library rooms planned with the building. The older schools are having classrooms remodeled to accomodate library organizations as rapidly as space and funds permit. In these library quarters have been assembled all copies of supplementary books in the school and here they have been processed for circulation to individuals throughout the school. Teachers and pupils have carried on this work under direction of the central bureau. Library standards in so far as they apply to elementary school practices have been followed and a foundation thus laid for continuation of activities in junior and senior high schools.

Increased Demands

Demands upon the Teachers Professional Library have increased very greatly during 1934-1936. Several factors have contributed to this result. Study groups and committees have been active and materials heretofore circulated by directors and supervisors have been transferred to the central library collection. Here home teachers of physically handicapped may secure the books for their individual case preparation from a collection assembled by Mrs. Kathcrine Sutter, the supervisor. Also there has been added to the collection of technical reading a quantity of books for guidance and assistance of those engaged in the work of adult education. This has come through the cooperation of Robert F. Gray, director.

The collection of pictures for circulation continues to grow. While a collection of this type in each school is the ultimate goal yet there will always be a need of a place in the central bureau for the rare and expensive items that may not be furnished each individual school.

SAN FRANCISCO PUBLIC SCHOOLS

The number of publishers' textbook samples has been increased. In addition to including junior and senior high school material, there has been submitted a number of titles in "school" binding that until now were available only in "trade" binding. Thus book publishers express recognition of new needs.

Outstanding in the events of the year has been the bequest by the late Miss Coralie N. Kenfield, teacher of the hard of hearing, of her office collection of books to the Teachers Professional Library. In past years Miss Kenfield showed herself always mindful of her co-workers and the route of her vacation trips was marked by pictures, posters, and pamphlets sent for their use to the Teachers Professional Library. Her unselfish devotion to her work has been finally exemplified in her wish that the usefulness of her books be continued.

Circulation of music recordings, band and orchestra collections, and some vocal numbers has continued satisfactorily throughout the year. During 1936-1937 Charles M. Dennis, director of music, proposes to install a collection of selections for choral use, to be circulated to the various units as needed.

Music Library

New developments in picture and sound projection equipment proceed in such rapid succession that not even the commercial agencies can keep abreast of the laboratories. Machines become obsolete before their cost is balanced by service. In the educational field, before a sizeable working library of film material has been assembled, equipment styles change and producers are off to a new start. This and the fact that economy has been imperative have forced a very conservative program of visual aid materials. The number of 16-millimeter silent moving picture projectors has been increased to meet circulation needs. Some film has been purchased, some rented from the University of California Extension Division. The service from the University has been particularly suitable and dependable. Science classes in both junior and senior high schools have profited by its availability.

It is significant that many models and exhibits furnished as visual aids by boards of education in times past are now constructed by the students themselves as units in an activity program. School picture collections and museums are testimonials to the learning that is being carried on. Visual aid material supplied to the elementary schools now consists largely of the lantern slide type. Glass slides, still-films and film strips appear most useful. Slides made by pupils and teachers are being used extensively. Scarcity of worth-while suitable material for lower grade levels retards the use of moving pictures in these classes.

Transportation of materials between the central bureau is carried on by means of the light delivery truck which calls at each school once a week. To expedite service many teachers arrange personal calls for materials and their return. This noteworthy contribution aids greatly toward the advancement of the program.

Supplementary Texts

It has been the privilege of the staff of the bureau to assist committees in determining upon lists of textbooks used in elementary schools. With the approval of the deputy superintendent in charge of elementary schools, sets of supplementary reading books circulated among the schools have been evaluated in terms of fitness as shown through use. Changes made by the State Board of Education in the free textbooks supplied to the district as well as those contemplated are causes of careful planning of distribution of the stock available in order that the transition may proceed smoothly. The present textbook program for elementary grades is concerned with bringing about better coordination of the child, the lesson and the book.

Senior high schools opened the Fall 1935 Semester with changed textbooks in several subjects. The new titles adopted were selected from the majority judgments of those teachers engaged in teaching the several subjects. For at least three years the new selections will constitute the basic textbooks for World History. Business

Law, Advanced Business Arithmetic, Elementary Business Training, Geometry, Latin, and Physiology.

The distribution and care of books have been major problems in those schools doubled-up during the period necessary to earthquake-proof certain buildings. Splendid service on the part of principals and teachers has carried the work on smoothly. That the end of these conditions has been reached is a matter for gratification.

Working in committee groups, the librarians in senior and junior high schools have seen five important assignments to successful conclusions. Based on a knowledge of the needs of San Francisco Public Schools and of school library standards in general these committees have assembled for the guidance of principals, teachers, and librarians, the following lists of school library needs: (1) library supplies, (2) magazines, (3) junior high school library books. (4) senior high school library books, (5) junior college reference books. These lists will be subject to change from time to time and the organization to review suggestions and offer needed amendments is to continue indefinitely.

Work of Committees

During the year opportunities have been made to afford work for a number of persons enrolled with the State Emergency Relief Administration and Emergency Educational Program. They have assisted the staffs in elementary schools to organize book collections, serviced library books. typed new catalog and charging cards, copied book lists, listed visual aids, reassembled library books and textbooks after the fire at Girls High School and assisted committees in the clerical work of making book lists. At the present time, two young women are engaged in making tables of contents and analytic records of the material in the collection of old school reports in the Teachers Professional Library. This work should be of permanent value for all who would seek information from old documents.

For the information of students of school administration the Bureau of Texts and Libraries is the clearing house for all text books and library books and visual aids to investigation. The bureau is operated by the supervisor of texts and libraries from a central office through which the general administration of libraries in elementary, junior. and senior high schools is directed. Purchases and repair of books and visual aid equipment and materials are made through this office and the Teachers Library is also maintained for use by the professional group.

The past two years have shown growth in all sections of the bureau. Increased interest on the part of individuals and the projected program activities of directors and supervisors of instruction indicate a future of continued expansion in service to teachers and schools.

R.O.T.C. an Integral Part of Curriculum

San Francisco Public Schools

THE Reserve Officers' Training Corps is an integral part of the curriculum of six San Francisco Public High Schools. It has functioned since its organization in 1919 by Superintendent-elect Nourse and Major Winfield Scott Overton. Located in a city rich in army and navy tradition and surrounded by army posts, the San Francisco High Schools have attracted thousands of young men to R.O.T.C. courses on a purely voluntary basis.

Voluntary Organization

Down through the years this organization has thrived. Scores of young men whose first experience in military affairs was in high school have gone on to West Point or Annapolis to make for themselves a career as officers in the United States Army or Navy. San Francisco has been especially fortunate from the beginning in the wise choice of army officials in assigning to the position of Commandant of Cadets. officers of the highest type who have been able to inspire the development and continued success of this important work. It is a source of gratification to the Superintendent to note the elevation on August 1, 1935 of Walter M. Mann, commandant of the R.O.T.C., from the rank of Captain to Major in the regular army. Major Mann has always been highly cooperative in his administration of the R.O.T.C. affairs in San Francisco, and while his promotion is in recognition of a long and distinguished military career in all branches of the service, the action was taken also as a compliment to his efficiency in his present position.

In the honor ratings announced for R.O.T.C. units in the Ninth Corps area. comprising all Pacific coast and western states, San Francisco was given three awards in 1936, Polytechnic, Galileo and Commerce High Schools having been singled out for this distinction.

It might be of interest to note that the following honor high school ratings have been awarded to the units since their establishment:

Balboa, 1933, 1934; Commerce, 1933, 1934, 1935, 1936; Galileo, 1927, 1928, 1929, 1930, 1932, 1933, 1936; Lowell, 1925; Polytechnic, 1926, 1930, 1931, 1932, 1933, 1934, 1935, 1936.

Annual Competition

Approximately 1,500 high school students, out of a possible 8,000 boys in attendance, comprise the six units of the R.O.T.C. in San Francisco. This group is excused from physical education courses, as prescribed by state law. The units meet daily and are instructed in military science and tactics by a regular army officer assigned to the school. The school year concluded with two major competitive events, one on the historic Presidio grounds for the Commandant's cup, a daylight affair held in November, which was won by the Balboa High School battalion in 1934 and by Lowell in 1935. The indoor competition held in the Spring term of each year was won in 1934 by Commerce High School for the platoon drill, Polytechnic for the physical drill and Commerce battalion in the band competition. The 1935 awards for the same event went to Commerce for the platoon drill and the band competition and to Polytechnic for the physical drill.

The 1936 awards were made to Commerce for the platoon drill and the band competition and to Galileo for the physical drill.

San Francisco's R.O.T.C. organization is one in which the community takes an active interest and a pride as attested by the generous support given by parents in attendance at the annual competitive drills and by the high school students who are desirous of qualifying themselves for useful service to the country should a national emergency arise.

Organization of Junior College

San Francisco Public Schools

CLIMAXING a demand of ten years' duration, the Board of Education authorized the establishment of the San Francisco Junior College, as a part of the high school district by unanimous vote at a meeting on February 15, 1935.

Opening of the college extended the public educational offerings of San Francisco from the twelfth to the fourteenth year, approximately two years beyond the state requirement as seen in terms of the compulsory attendance law which requires students to remain in school until they attain the age of 18 years.

The new institution was formally launched on August 26, 1935, with exercises at the Memorial Opera House before the assembled student body of 1500 and a distinguished group of citizens, including His Honor, Mayor Angelo J. Rossi, Hon. C. Harold Caulfield, president of the Board of Education, the Superintendent of Schools, and Mr. A. J. Cloud, president of the new college.

Opening Ceremonies

Although the college has been without permanent buildings during the first year of its existence, it has demonstrated a remarkable holding power over its students by reason of the superior qualifications of the faculty and the excellent judgment exhibited in arranging the course of study.

Already the Board of Education has given serious attention to a final choice of the fifteen sites offered, and before many months it is anticipated that this new college will take root in permanent buildings. At present courses are given during the morning hours at the University of California Extension Building, 540 Powell Street, and during afternoons at Galileo High School, Bay Street and Van Ness Avenue, and Mission High School, Eighteenth and Dolores Streets.

Numerous petitions for the creation of a junior college in San Francisco had been filed with the Board of Education almost continuously since 1924 from civic clubs, women's organizations, parent-teacher groups and parents of approximately 975 students per year forced to attend junior colleges in San Mateo, Marin, or eight other California counties.

The report of the Superintendent recommending organization of the junior college was as follows, under date of February 13, 1935, addressed to the Board of Education:

Demand for College

Ladies and Gentlemen:

As you know, the problem of the junior college as it relates to San Francisco has been engaging my attention almost from the beginning of my incumbency as Superintendent. From time to time I have advised you informally concerning such progress as was being made.

It is a pleasure to report that matters have now reached the point where I am ready to recommend definite action on the part of the Board of Education. This action should be threefold in nature: (1) adoption of a resolution establishing a junior college department of the San Francisco High School District; (2) approval of an arrangement which permits a cooperative relationship with the University of California; (3) appointment of the president of the San Francisco Junior College.

Appropriate recommendations will be presented in accordance with this threefold division as Parts I, II and III.

San Francisco Public Schools

PART 1. RESOLUTION ESTABLISHING, WITH THE APPROVAL OF THE STATE DEPARTMENT OF EDUCATION, A JUNIOR COLLEGE DEPARTMENT OF THE SAN FRANCISCO HIGH SCHOOL DISTRICT.

WHEREAS: Hundreds of high school graduates are attending neighboring junior colleges each year; and

WHEREAS: Hundreds of high school graduates residing in San Francisco are unable to attend any higher institution; and

WHEREAS: It is costing San Francisco County approximately one hundred thousand dollars a year to pay the tuition charges of resident students in attendance at junior colleges in other counties of the State; and

WHEREAS: The time has come when it seems advisable for the San Francisco City and County School District to offer junior college courses of study to the high school graduates of the city; therefore, be it

Enabling Resolution

RESOLVED: That the Board of Education of the San Francisco City and County High School District create, in accordance with the California School Code, a JUNIOR COLLEGE DEPARTMENT of the San Francisco City and County High School District; and, be it further

RESOLVED: That the Board of Education immediately request the State Board of Education that it approve a Junior College Department of the San Francisco High School District; and, be it further

RESOLVED: That the Superintendent of Schools be authorized to prepare at once an educational program on a junior college level for the City and County of San Francisco.

PART II. The plan proposed contemplates a cooperative arrangement with the University of California in terms of the following simple propositions:

1. The University of California will in all proper ways assist in the development of the most modern, effective program of junior college education which the best thought of the University and the San Francisco School Department working together can devise.

2. The San Francisco Public Schools will in all proper ways provide facilities for the practice-teaching of graduate students in training at the University of California for the junior college credential.

University Cooperation

3. Specifically the University of California will make available to the San Francisco School Department for junior college purposes for a period of two years, with the privilege of renewal if agreeable to both parties, the University Extension Building located at 540 Powell Street, near Sutter Street, without cost to the San Francisco Public Schools excepting only the increased cost of heat, light, and janitorial service made necessary by the use of the building during the hours 8:00 A. M. to 4:00 P. M. daily. The building is accessible from all points of the city, and will lend itself admirably to junior college purposes.

4. Further, the University will lend to the San Francisco Public Schools for an indefinite period the services of its specialist in junior college education, Dr. Merton E. Hill, on the basis of approximately two days per week without cost to the school department. Dr. Hill, who is also director of admissions for the University of California, will serve (*a*) as a liaison officer between the President of the University and the Superintendent of the San Francisco Public Schools in all matters concerned with the cooperative relationship between the University and the San Francisco Public Schools; and (*b*) as a counselor and adviser to the president of the junior

college in all matters concerning curricula, selection of staff, community surveys, etc., having to do with the inauguration and development of the junior college program.

5. The Board of Education will be responsible for:
   a. Appointment of administrative and teaching staff upon recommendation of the Superintendent.
   b. Salary of administrative, teaching and clerical staff.
   c. Equipment other than classroom facilities, e.g., laboratory equipment, library books and periodicals, typewriters, printed forms, etc.
   d. Increased operating costs of heat, light, janitorial service and supplies, etc.
   e. Printing and distribution of "announcement of courses".
   f. Other costs incidental to the project.

Plan of Organization

The program contemplates, beginning August 26, 1935, the following program open to both beginning and second year students:

a. COMPLETION COURSES along specific vocational lines in cooperation with representatives of union labor, business groups, Chamber of Commerce, civic groups, and Parent Teacher Association.
b. TRANSFER COURSES to enable high school graduates who cannot enter the university to prepare for entrance.
c. LOWER DIVISION COURSES so that students who cannot afford as yet to enroll in the university may take two years of regular lower division work and later transfer to the junior year of the university.
d. INTENSIVE SURVEY of the needs of high school graduates who cannot go on to higher institutions; of the opportunities for employment; of a ten year program for the San Francisco Junior College.

I recommend the acceptance of the generous offer of cooperation on the part of the University of California and the authorization of the Superintendent to draw up articles of agreement suitable to the president of the university and the superintendent of schools.

Appointment of President

PART III. The presidency of the San Francisco Junior College presents at once a challenge and an opportunity. It is my pleasure to recommend for this important responsibility one of our staff who is recognized as an educator, who knows the needs and the spirit of San Francisco public education as few do, whose rich and ripe experience will guarantee wisdom and vision in the administration of the capstone of our San Francisco School Department. The president of the university concurs in this recommendation. I present the name of Archibald J. Cloud for president of the San Francisco Junior College, the appointment to become effective immediately at a salary of $7000.

The Board of Education unanimously approved the final recommendations of Dr. Lee for the establishment of a junior college at a meeting held on February 15, 1935. Present at the meeting were Hon. William F. Benedict, Hon. Philip Lee Bush, Hon. C. Harold Caulfield, Hon. Richard E. Doyle, and Mrs. Edwin R. Sheldon. Hon. Ira W. Coburn and the late Mrs. Mary Prag were absent from all meetings at this period because of illness.

San Francisco Public Schools

The following progress report was submitted by the superintendent on June 4, 1935, to the Board of Education:

Ladies and Gentlemen:

The following report is intended to present as comprehensive and complete a picture as is possible at the present time of the junior college situation. Certain recommendations are included upon which action by the Board is desired.

The report considers seriatim these several phases of the organization problem: (1) Program of Studies or Curricula, (2) Physical Plant, (3) Administrative and Instructional Staff. (4) Student Body. (5) Budget, and (6) Other Monetary Considerations.

Report of Progress

1. PROGRAM OF STUDIES OR CURRICULA—It is proposed that three types of programs be offered the first year. These programs may be classified as:

a. Certificate courses (lead to University Upper Division).

b. Certificate transfer courses (by remedying deficiencies lead to University Upper Division).

c. Completion curricula (terminal courses).

The proposed certificate and certificate transfer courses follow closely the requirements set up by the University of California and Stanford University for admission to their upper division; or attainment of the "Junior Certificate." These courses are chiefly academic in character and include such subjects as English, history, economics, political science, sociology, geography, psychology, philosophy, mathematics, chemistry, physics, botany, zoology, geology, astronomy, French, German, Spanish, Latin, public speaking, art, civil engineering, physical education and hygiene. The proposed certificate courses and the certificate transfer courses are to be differentiated on the basis of the needs and interests of the students, as indicated by their recommendatory status from high school, rather than on the basis of content or method of instruction.

The proposed completion curricula may have as their prime objective placement in the world's work on a semi-professional level as distinguished from college upper-division admission, or they may have no other aim than that of providing a general or liberal two years' educational opportunity beyond high school. Among the occupational curricula may be listed: secretarial, accountancy, managerial, pre-engineering, pre-medical, pre-legal, pre-nursing, industrial arts, household arts, public service; and among the social-cultural: art, music, and many of the academic groupings, such as English, history, psychology, philosophy, science, and modern languages. It is planned that the completion curricula shall be developed in direct response to student and community interests.

Extension of Facilities

2. PHYSICAL PLANT. The generous offer of the Board of Regents, University of California, putting at the disposal of the Board of Education the use of its Extension Division Building during certain day hours, was an important factor in enabling the Board to authorize the establishment of a junior college at this time. The lecture and recitation rooms of the Extension Building are suitable for the purpose of junior college instruction in its academic aspects and will be utilized to the fullest capacity within the limits set. It will be necessary, however, to supplement these accommodations and facilities if the program of work outlined above is to be measurably accomplished. Particularly, in the science, industrial arts, music, art, and physical education programs will additional housing and equipment be

required. A larger auditorium is also most desirable, as well as a stage for courses in dramatic arts.

To furnish these supplementary accommodations resort might be had to the erection of temporary buildings on a selected site. The cost, however, would doubtless run into large figures, possibly $40,000 or $50,000. It seems feasible, in avoiding that expenditure, to occupy such space and accommodations as may be necessary in one of the high school buildings during middle and late afternoon hours and early evening hours. The Galileo High School is conveniently situated for the purpose stated and has the facilities needed. The principal of Galileo sanctions the arrangement.

It is therefore proposed and recommended that the junior college be authorized to use such facilities of the Galileo High School as will meet its requirements from 2:30 P. M. to 7:30 (or 8:00) P. M. daily during its calendar year.

It is, of course, advisable that the Board should be giving consideration to a permanent location and buildings for the junior college; and, in due course, further recommendations bearing on that problem will be submitted.

Qualifications of Staff

3. ADMINISTRATIVE AND INSTRUCTIONAL STAFF. The administrative staff was selected and recommended by reason of superior qualifications for undertaking the functions to be performed, as fully explained to the Board at an earlier time.

The Board has already approved the nominations of 24 full-time instructors and six half-time instructors. These teachers were chosen on the basis of successful teaching experience at the junior college or university level. Beyond the number so appointed, it is anticipated that 20 or 25 full-time and 15 half-time instructors should be engaged, subject to final enrollments in August, and allowing leeway for additional second semester registrations. The total instructional staff should then approximate 45 to 50 regular teachers and 20 half-time teachers. By comparison the instructional staff at San Mateo Junior College in 1934-35 was 57 (enrollment 1500); and at Sacramento, 68 (enrollment 2200).

The Departments of Education at the University of California, Stanford University, and the University of Southern California, are desirous of cooperating in a plan for the inclusion of so-called "internes" on the instructional staff. The plan contemplates half-time teaching assignments to a group of highly trained graduate students of the universities working toward advanced degrees. It is proposed that a limited group of internes be appointed, salary to be fixed at $100 per unit of instruction per annum, which is the rate paid such service at the University of California. It is thought that the major number of the 20 half-time instructors may be chosen from this group.

Estimated Attendance

4. STUDENT BODY. The final enrollment figures for the opening in August can only be estimated at this time, inasmuch as numerous applications are being received daily. Furthermore, many registrations are contingent upon issuance of fuller information relative to courses of study, physical conditions, fees or other costs, and various other circumstances.

From present indications, however, it may be conservatively estimated that not less than 1500 students will begin in August, and be increased to 2000 or above by the following January. The August figure depends in part on action by the Board at two points: (1) decision whether or not to discontinue payment of tuition for San Francisco residents attending junior colleges outside the City and County when entered in or entering upon second year courses in such institutions; (2) decision whether or not to admit students to the junior college who are not residents of San Francisco. With regard to the first point, the recommendation of the superintendent has already

been given the Board. With regard to the second point, it may be said that the school authorities of the East-Bay cities, in particular, have asked that permission be granted graduates of their high schools to attend the San Francisco Junior College, and have stated that several hundred such students are prepared to attend. Assuming from these reliable sources an estimated enrollment of three to four hundred students as a fair basis for calculation, and assuming $140 per year as a low tuition charge per unit of average daily attendance, the return to the Board, financially, from such attendance would be in the neighborhood of $50,000. In order to secure an expression of the Board's judgment on this point, it is therefore recommended that qualified applicants for enrollment from counties or districts not having public junior colleges be admitted to the San Francisco Junior College, in accordance with the provisions of the State School Code relating to tuition and other charges.

Students are to be classified as follows: (1) Collegiate, (2) Collegiate Transfer, (3) Completion.

Budget Allowance

Three factors will determine the classification of these students: (a) the evaluation of high school and other transcripts; (b) the specific curricula selected by the students; (c) the immediate and future needs of the students.

The collegiate students are those who have met all requirements for admission to the University of California and Stanford University. These may take any curriculum. The collegiate transfer students are those who do not quality for admission to a university, but who wish to make up all deficiencies and later transfer to a university. These students may make up deficiencies and may be permitted to take work for advanced standing, provided they have pre-requisite recommendations in the field selected. The completion students are those who are finishing their formal education in the junior college.

5. BUDGET. The original budget figure of $150,000 laid before the Board was predicated on an enrollment of 1200 students. Provision for a larger enrollment necessarily involves increased expenditures. Again resorting to comparison, the 1934-5 salary roll of the San Mateo Junior College was approximately $158.000; of Sacramento Junior College, approximately $200,000.

The salary roll (gross), including instructors, administrative groups, and technical and clerical force, is estimated at $200,000. To this amount should be added, in the event authorization is given for use of the Galileo High School Building, approximately $20,000 for equipment, library books, and general operating expenses. The total budget request is, therefore, $220.000. The reimbursement to the Board from tuition charges paid for attendance of out-of-the-city students would be a partial offset. With that amount estimated at $50,000, approximately $20,000 is required above the original budget estimate to provide for an enrollment much larger than at first contemplated.

Aid of Experts

6. OTHER MONETARY CONSIDERATIONS. It is customary in California junior colleges to charge students for textbooks. *Action should be taken by the Board authorizing such charges.*

Also, it is the rule for certain small breakage fees and similar fees to be charged. *Provision should be made by the Board authorizing such charges.*

It is a pleasure, as a part of this report, to give public acknowledgment to the invaluable services rendered during the entire stage of organization by Dr. Merton E. Hill of the University of California. Dean W. W. Kemp of California, Dean Grayson N. Kefauver of Stanford, and Dean Lester B. Rogers of the University of Southern California have likewise been very helpful.

As was stated at the outset, this report is in the nature of a statement of progress. From time to time other developments in the situation will be drawn to the attention of the Board.

San Francisco Public Schools

The organization and salary schedule of the San Francisco Junior College was proposed by Dr. Merton E. Hill, University of California expert in junior college administration, the Superintendent of Schools, and A. J. Cloud, president of the new college, after an exhaustive study into the organization and salary schedules of the 38 public junior colleges in California.

The responsibilities and duties devolving upon the administrative group as set up in the new San Francisco Junior College organization cover an exceedingly wide range and call for the selection of men and women of outstandiing qualifications and an extensive experience. In order to obtain the services of such experts in the field of junior college administration, it is necessary to pay salaries comparable to those which they are already receiving.

According to figures furnished by the State Department, the salary level of junior college presidents in California extends from $4000 to $9600, the larger amounts being paid to the heads of larger colleges. The range of teachers' salaries is from a minimum of $1350 in Santa Ana to $4313 maximum at San Jose. Sample illustrations of salary levels are: Glendale $2248 minimum to $2920 maximum; Los Angeles $1602 minimum to $3609 maximum; Marin $2400 minimum to $3400 maximum; Modesto $2200 minimum to $2930 maximum; Pasadena $1530 minimum to $3910 maximum; Sacramento $2276 minimum to $3330 maximum; San Jose $1955 minimum to $4313 maximum; San Mateo $2078 minimum to $3428 maximum.

State Salary Range

The San Francisco Citizens' Committee for the Study of Teachers' Salaries, composed of the late James W. Mullen, Mrs. S. G. Chapman, H. U. Brandenstein, Bruce Cornwall and the late Fred Dohrmann Jr., held in its comprehensive report submitted in 1930 that higher salary levels should obtain at each advanced level of the public school system. In view of the initial expense surrounding the organization of the junior college, the superintendent merely approximated the senior high school level in fixing salaries for instructors in the new junior college.

The salary schedule adopted for the college administrative and instructional staff was as follows:

Salary Schedule

ADMINISTRATIVE

Rating	*Gross*
President	$7,000.00
Vice-President and Dean of Men	5,000.00
Vice-President and Dean of Women	5,000.00
Registrar and Director of Personnel	4,500.00
Assistant Dean of Men	3,600.00
Assistant Dean of Women	3,600.00
Librarian	3,000.00
Assistant to Registrar	3,000.00
Assistant to President	3,000.00

INSTRUCTORS

	Gross		*Gross*
1st Rating	$2,500.00	7th Rating	$3,100.00
2nd Rating	2,600.00	8th Rating	3,200.00
3rd Rating	2,700.00	9th Rating	3,300.00
4th Rating	2,800.00	10th Rating	3,400.00
5th Rating	2,900.00	11th Rating	3,500.00
6th Rating	3,000.00	12th Rating	3,600.00

Instructors part time, $100 per unit per year. One unit for salary purposes is one class period per week for every week of the junior college calendar.

Instructors appointed who had not had three years of junior college or university teaching experience were placed on the first rating; those possessed of the specified experience were given the sixth rating. Instructors transferring from San Francisco senior high schools to the junior college whose salary was less than $2500 were given the first rating; those whose salary in the San Francisco Public Schools was between $2500 and $3600 at the time of transfer to the junior college were allowed an annual salary "which is next higher on the schedule to that amount which said transferee is receiving at the time of the transfer."

Opening of College

Formal opening of the junior college in the War Memorial Opera House, one of the most modern and best appointed buildings in America, marked an historic day in the educational life of San Francisco. Before an audience of students, parents and friends of public education, the college was on its way after a series of addresses which are recorded herewith because they tell something of the history preceding the actual opening of this new institution.

Address by Superintendent

The Superintendent said:

"Pioneering holds an allure which makes the heart beat faster and the breath come quickly. Every man and woman at some time or other has bowed to the spell of high adventure, and poor in spirit indeed is he who does not respond with a thrill to the tales of those who came before us.

"Has it entered your mind that you who are the first students of the San Francisco Junior College are pioneers? Has it come to you that you and the faculty are today entering upon a high adventure?

"One year ago the thought of a junior college in San Francisco was little more than a dream. True, we had studied the matter for years, but each new year we seemed as far from actual beginning as the previous year. At the same time each new year increased the need and demand for an institution which should serve the educational requirements of those young men and women who were graduating from our high schools.

"Six months ago the dream started to move toward reality. Upon my recommendation the Board of Education established the San Francisco Junior College and named its president. For the next few months that was all the junior college possessed—a name and a president. In a few months the vice-president and the deans were named, all to take office on July first. Such was the spirit of these men and women, however, that as soon as they were free from the responsibilities which they had been previously discharging they came immediately to San Francisco and plunged into the task of building the school of which you are to be the pioneering student body. By July first, then, the new institution was commencing to take some semblance of form. But there was no faculty, no curriculum, only part of a building promised for part of the time and that building not owned by the Board of Education. College was scheduled to open on August 26, and students were even then indicating their desire to enroll.

"During July the faculty was named. From that date to this the curriculums have been developed, the catalogue printed, the rooms assigned, the students enrolled, the faculty assembled. And here we are nineteen hundred strong, ready to embark on the most interesting, the most challenging experience which any group of faculty and students together could desire. They called the men who came to California in early days searching for gold the Argonauts. I like to think of you as Argonauts of 1935, searching not for the dull metallic gold of a hundred years ago but impelled by

the searching for that whose price is above that of rubies and much fine gold. 'Wisdom,' says the Bible, 'is the principal thing. Therefore, get wisdom, and with all thy getting, get understanding.'

"Let us look at these Argonauts, these pioneers. What distinguished them from others? They were, of course, men of courage and without fear. Will you Argonauts of 1935 need courage? Aye, and in some ways of a stronger fiber than theirs. It is difficult to be brave against inclement weather, inhospitable country and savage inhabitants, as the men of '49 were forced to do, and we revere their memory for their courage. But 1935 and the years ahead will make demands upon our fearlessness which our forefathers never knew. This fearlessness is not of the physical body but of the mind—the intellect. Great issues in government, in international relations, in personal and community morality are to be fought out in the days which will pass before you sitting before me shall have reached your thirtieth birthday. You will have to make up your mind and take your stand, as educated men and women have always been called upon to do. In this junior college, not as boys and girls but as men and women, you will slowly and certainly achieve, at least in part, that wisdom and understanding and courage which shall make us proud when you in just a few short years become the first members of our Alumni Association.

Fearlessness of Intellect

"The Argonauts of our pioneer days had to work long and arduously. There is no way in which even the oldest of your faculty can visualize the rigor and the inescapability of labor which was the common lot of all who came to Yerba Buena. It may seem trite and almost impertinent in view of the travail which was theirs to say that you, too, will have to work, but it is true. You will by your own efforts have to offset that which you now and for months to come will lack in terms of plant and equipment. You will have to put up with temporary accommodations, part of which is separated by blocks from the other part. You will have to come early and stay late. And what you get from this experience will be in direct proportion to the labor you exert to get it. I don't think it is going to hurt you to work harder than you've ever worked before. Something entered into the very fiber of our forefathers by virtue of the trials and vicissitudes which they were forced to undergo which has persisted in their children and their children's children. You have a heritage which will tell you how to meet the simple problems of working under disadvantage and it is my belief that you will gain from your experience values which will not be here when the San Francisco Junior College has its own beautiful buildings and campus.

"Richardson and those who soon joined him had something else which is of inestimable value to a pioneer—a deal of plain common sense. Read the story of those early days, and you will see how problems which at first seemed insuperable simply solved themselves when common sense was allowed to take charge. I am inclined to believe that no asset will be of greater value in the days ahead of you, faculty and students alike, than this same homely but rare possession of men and women. Already I have heard tales of the rule of common sense in the affairs of the college: the preparation of a constitution for the student association by those who were student body officers in high school; the preparation of your first newspaper by students and faculty who have done such work in their high schools; the meeting and housing and training problems for the football squad, which has neither gymnasium nor field, by headwork on the part of the coaches which bodes ill for the opponents of the football team. There will be problems aplenty for everybody, including the Board of Education, before we occupy our permanent home. I counsel you to remember how closely progress and common sense have always marched

Necessity for Endeavor

together. Our pioneer forefathers got through their difficulties by using it. And so shall we if we give common sense a chance.

"Another characteristic of our forefathers was teamwork. No man had to live by himself alone and few chose to do so. Everybody pitched in to build a house or a barn. On the farms all worked together to reap the harvest. Government was a matter of teamwork, a subordination of self to the common good of all. You Argonauts of 1935 will, more than anything else, have to learn to pull together. It will be this pulling together that will make a great school out of what otherwise will be just an aggregation of nineteen hundred young men and women herded here and there by a shepherding faculty. Another word for teamwork is spirit. It is spirit that conquers difficulties, surmounts obstacles, laughs at troubles, delights in accomplishing the impossible. It is spirit that takes a man above himself, that enables him to do more than his best. It is spirit that will make the San Francisco Junior College a truly great school.

Argonauts of 1935

"Spirit really grows out of faith. The Argonauts had faith too. They believed in El Dorado. They believed in California. How well they believed can be learned by reading the record of the proceedings in which California's statehood was born. Deep in this faith was their belief in education, which they evidenced early in the history of the state by the establishment of the University of California.

"It is upon the need for faith on your part that I wish to place my closing emphasis. You know, of course, that the city of San Francisco has faith in its youth. The establishment of the junior college is just the latest manifestation of that faith. But unless you who are here today have faith in the junior college it were better that it had never been created. Let me emphasize that it is the institution itself in which you must believe. A college is not a building, it is not a campus, it is not even books and tools. It is the meeting place of inquiring minds with trained intellects. It is the place in which truth is sought in science, in human relations, in government, in the whole outreach of human affairs. It is with this attitude that we who believe in you want you to start today on this adventure in education. If you will have courage, if you will work, if you will pull together, if you will build a true college spirit based on faith in what you are doing, I will predict that by 1940 there will be in this city of St. Francis which grew out of Yerba Buena of old a junior college to which all the West, aye the whole United States, will turn for new inspiration and insight in the teaching of youth.

"Young Argonauts of San Francisco Junior College, I salute you!"

Address of President

President Caulfield said:

"Today San Francisco salutes its newest educational institution, the San Francisco Junior College. It is my pleasure, on behalf of the Board of Education, to present to the people of San Francisco a junior college offering comprehensive courses of study under the most competent of faculties and administration staffs.

"That San Francisco has long needed such an institution is apparent from the enthusiastic approval that the junior college has received from the citizens ever since the announcement that it was to be established.

"The faculty of the college has been selected solely on the basis of ability and we feel confident that the progress and success of the institution will reflect the ability of its staff. There is a definite need for a junior college in our present day life. There was a time when children sought and secured employment on completion of the grammar grades; and not so long ago, unless a man was studying for a profession, high school was the limit of his educational career and he sought and received employment while he was yet but 16 or 17 years of age. We know only

too well that today conditions have changed. Children must attend school until they are 18, but even in the absence of this legal requirement, we know only too well, business, industry and the marts of trade have no place and offer no employment to the young man or young woman seeking a livelihood. The race today is to the swift. Swiftness depends upon training and specialization. Our junior college has not been established merely to offer the first two years of college education, although such classes are available. The main purpose of the junior college, as I see it, is to provide that special training and instruction so necessary for the successful pursuit of the many avocations of the business life today. Business men, more and more, realize the advantage, if not the very necessity, of beginners in their establishments having a thorough understanding of the principles and theories attendant upon their particular calling in order that they might more rapidly and more efficiently secure and appreciate their practical training and use that practical training to give life and strength to their college courses.

Generosity of Citizens

"The citizens of San Francisco have provided generously for the inauguration of this new institution. The obligation now rests upon the Department of Education, the faculty and the student body of the junior college to be worthy of the confidence thus displayed by the citizens of San Francisco. The student body itself, no less than the faculty, is now building the traditions and laying the foundations that will assure the kind of reputation and the character of structure of the junior college of the future. We feel assured that under the able direction of the college president, Archibald J. Cloud, aided by his splendid and efficient faculty, the student body of the junior college will mold the traditions and make a name that will place our institution preeminent among others of its kind."

President Cloud responded as follows:

Response by Mr. Cloud

"The faculty and student body of San Francisco Junior College are glad to accept the responsibilities, President Caulfield, which have been set forth so beautifully in the charge you have uttered. These young people recognize that, in creating this institution, the Board of Education and the Superintendent of Schools have opened the doors of opportunity to them. They are and should be humble; they are and should be grateful; they are and should be hopeful. Mr. Mayor, the faculty and students of the San Francisco Junior College extend to you their compliments. They appreciate the spirit of good will manifested toward them by you who represent the people of this city. Mr. Member of the State Department of Education, these students are keenly alive to the interest of the state in their educational welfare as indicated by your encouraging words, as well as by the good counsel received from the State Superintendent of Schools, Mr. Kersey. Every institution must justify itself by the good reputation which its product—the student body—will create.

"Students! The place which this institution will occupy in the life of the community is dependent upon you as well as upon the faculty; so I would not have you ask this morning what can the junior college do for me, but, rather, what may I do for the junior college?"

His Honor, Mayor Rossi, spoke in part as follows:

"On behalf of the citizens of San Francisco as your Mayor, I welcome you here today to the first meeting of the student body of the San Francisco Junior College. As Dr. Lee has said, you are pioneers in the making of a new institution—an educational dream one year ago, a reality today.

"You bring to this new college your youth, your optimism, your intellects and

the willingness to continue the studies which you terminated just ten weeks ago. The citizens of San Francisco have provided, through the Board of Education and the Superintendent of Schools, the faculty and the buildings which will form the temporary home of the college.

"Although this new college will make its quarters temporarily in two separate buildings, what it lacks in physical equipment it may be said to make up in its faculty, which was selected on the basis of ability, experience and educational qualifications in this particular field.

"The care with which teachers were selected reflects the ability of the president of the institution, Mr. A. J. Cloud. And at this point I desire to make public acknowledgment to Dr. Edwin A. Lee, superintendent of schools, for his wisdom and foresight in nominating Mr. Cloud to his new position of leadership in our educational system.

Remarks by Mayor Rossi

"The motivating influence of taxpaying parents for the establishment of a junior college in San Francisco was two-fold: the long distances traveled daily by students residing in San Francisco to junior colleges and the transportation and expense involved. A conservative estimate places the annual expenditure of 975 San Francisco students attending junior colleges in other counties at $175,000. In addition to this amount, the San Francisco Board of Education paid out to other counties last year the sum of $90,000 for tuition as required by law. Therefore, the total annual amount spent in other counties by students and the taxpayers has been more than $250,000. After careful study the Board of Education instructed Dr. Lee to make recommendations looking to immediate establishment of the college. We did not rush into this new proposition. As far as San Francisco was concerned, there was considerable criticism at the seeming delay. It was pointed out that other communities in the state not nearly so large as ours had erected junior colleges and that San Francisco was paying large sums annually for the education of those residents of San Francisco who were compelled to attend junior colleges in other localities."

The first year of the San Francisco Junior College has justified in every way the vision of the Board of Education in establishing it. Despite almost insuperable handicaps, there has been no more mortality in the student body than normally was to be expected. The spirit of faculty and students has been such as to create under adverse circumstances, an institution of vitality, imagination, and purpose. The immediately pressing problem is the erection of the first buildings on the permanent site and the housing of the college on its own campus. Once this is accomplished the San Francisco Junior College will quickly take its place as one of the leading institutions of its kind in the West.

Division of Publications Established

San Francisco Public Schools

THIRTY-EIGHT large school systems in the United States have recognized the need for a continuous public relations program in the past three years by assigning this duty to one or more members of the certificated staff directly under the superintendent of schools. This division touches almost every phase of school life in which the public manifests an interest. It is a clearing house for criticisms of the schools and accomplishments of the professional staff.

In San Francisco, the public relations program has been in effect since 1927, when it was assigned to Chief Deputy Superintendent A. J. Cloud, who developed it to a point of high efficiency. In 1930, the growing importance of this work was recognized by Superintendent of Schools Joseph Marr Gwinn, who recommended that a weekly printed bulletin replace the mimeographed one formerly issued and that the new publication he sent to all members of the certificated staff instead of principals alone. The worth of this bulletin, now in its sixth year of publication, has been attested by renewed assurances of appreciation from educators both within and outside of San Francisco.

Bulletin Approved

High praise of the general content of material in this Bulletin was found in a recent letter to Superintendent Lee from C. F. Muncy, assistant chief, division of research and statistics, State Department of Education. The letter, in part, follows:

"This morning I received a copy of the Bulletin for December 16, 1935, which I have just finished reading. Hence this letter to express continuing and increasing appreciation of the service which you are rendering to the schools and citizens of San Francisco through the agency of the San Francisco Public Schools Bulletin. On several occasions during the past year I have taken the liberty of copying materials contained in the Bulletin. I have formed the habit of reading each issue thoroughly as soon as it arrives at my desk. It contains so much of genuine news value that I cannot afford to set it aside to be read at my leisure."

In June 1934, upon the recommendation of Superintendent Lee, the Board of Education approved the establishment of a division of publications through which should clear all publications of the San Francisco Public Schools. George G. Mullany, a teacher of journalism at Galileo High School since 1925, was named director of publications. He had theretofore edited the Superintendent's Bulletin for some years, and brought to his new position a double equipment—that of teacher and editor. He was for many years a member of the western division staff of The Associated Press and previously had worked as reporter and editor on The San Francisco Bulletin, the Sacramento Bee and The Chico Record. He is a director of the Press Club of San Francisco and for many years served as secretary of that organization.

Functions of Division

The Division of Publications is the center of all inquiries of the taxpaying public concerning the schools. It supplies information to all groups, including newspapers, magazines and professional publications, and engages in constructive endeavors, upon the invitation of the deputy or director involved, for the dissemination of information designed to acquaint the public with the facilities offered by the San Francisco Public Schools and the worth of the service rendered.

The passage of bond issues for the building of new schools, invitations to greater numbers to attend evening classes, publicizing the newly organized San Francisco Public Schools Forum, editing a weekly bulletin, an annual report and numerous

special printed bulletins—all these activities are motivated from the office of the Director of Publications.

The effective effort to increase attendance in adult education classes in the Spring of 1936 was intensified over a period of six weeks. In this endeavor newspapers. radio stations and other agencies cooperated by making space and time available for carrying the message of adult education into the homes. The director of publications desires to acknowledge the letters of appreciation for this endeavor received from the several evening school principals and Robert F. Gray, director of adult education. and the Evening High School Parent-Teacher Association. Mr. Gray's letter summarizing the entire activity was. in part, as follows:

"Please accept the thanks of the evening school principals, teachers, and myself for your splendid cooperation with the evening school faculty and students in publicizing their work.

Cooperation of Staff

"I have received many fine expressions of appreciation of your efforts in behalf of the evening schools for radio programs. newspaper publicity, billboard and street advertising and announcements in the Superintendent's Bulletin. From reports received, our enrollment has been higher at this period of the term than at the same period in previous years. The publicity arranged for the evening schools has been effective and entirely satisfactory."

In connection with this campaign there was issued a 32-page booklet entitled "A Bridge to Tomorrow—Adult Education." which was widely distributed. The superintendent desires to make acknowledgment to the Foster & Kleiser Company for billboard space donated to call attention to adult education; to Schwabacher-Frey Company. for donation of 40,000 envelope enclosures on adult education, and to The White House, and The Emporium. for distributing announcements.

The first annual report issued by Superintendent Lee brought more than 500 letters of appreciation commenting on the departure from the statistical style of presentation to that of giving a popular as well as an educational view of activities.

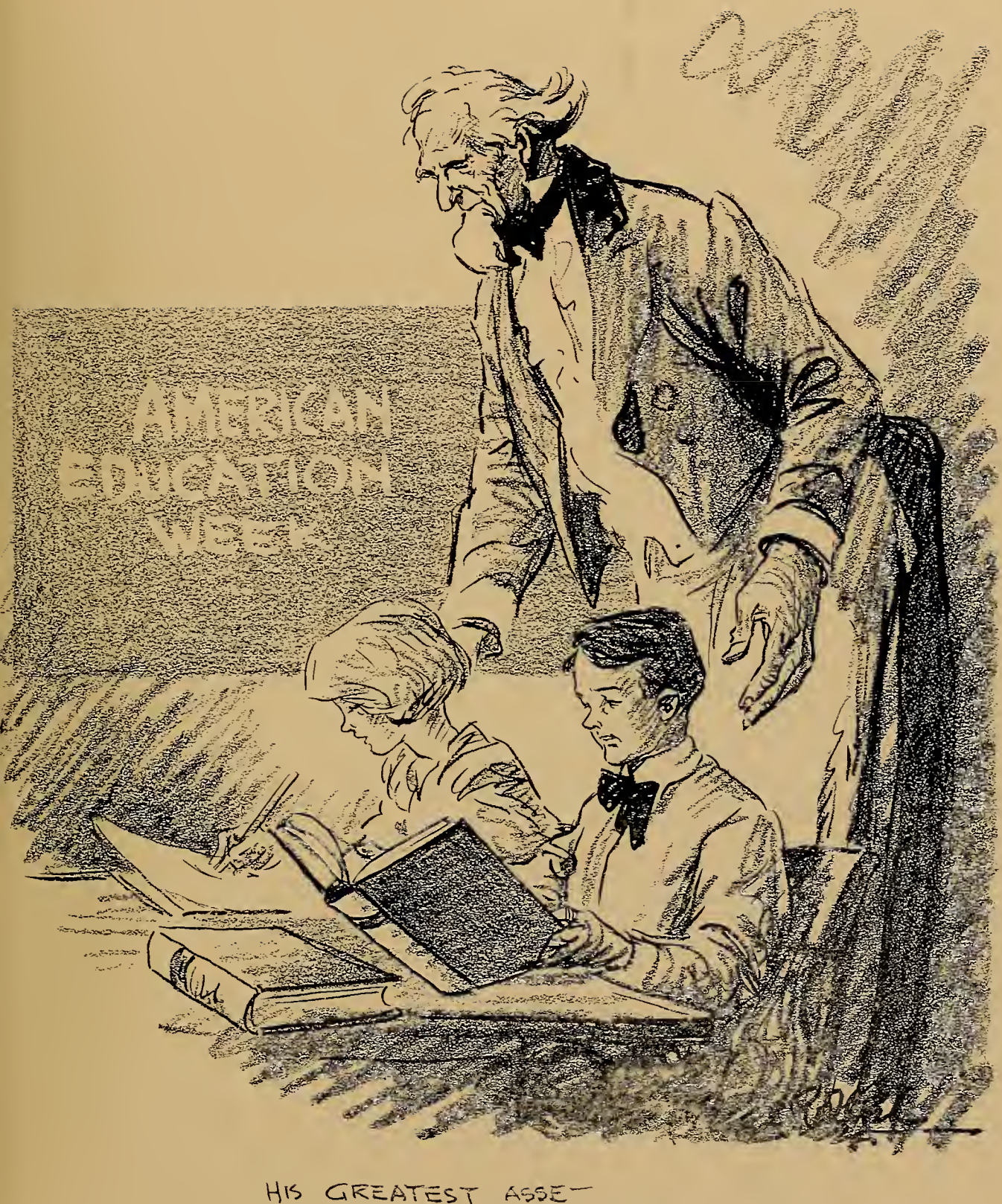
Outstanding educators throughout the United States agreed that the report set a new high standard for documents of this type.

Criticism of Report

William C. Bagley of Teachers' College, Columbia University, said the report "set a standard of considerable elevation," while Agnes Samuelson, president of the National Education Association, said: "I wish to congratulate you upon the excellent fashion in which you have presented, in interesting and readable style material which is ofttimes prepared without regard to the interest of those for whom it has been arranged." Dr. L. D. Coffman, president, University of Minnesota, echoed like sentiments, as did Edwin C. Broome, superintendent of Philadelphia Public Schools; Dr. Jesse H. Newlon of Lincoln School, Teachers' College; Dr. Grayson N. Kefauver, dean of the school of education at Stanford University; Vierling Kersey, state superintendent of public instruction; Dr. William H. Kilpatrick of Teachers' College.

The report served as a model in many cities and was used as a text by many others, according to communications from Dr. C. L. Brownwell, professor of physical education at Columbia University; Dr. H. Reid Hunter, superintendent in charge of high schools at Atlanta; Dr. R. W. Bardwell, superintendent at Madison, Wisconsin; Dr. F. A. Henderson, superintendent at Santa Ana; Charles H. Lake, superintendent at Cleveland; Dr. Ernest W. Tiegs. dean of university college. University of Southern California: Miss Muriel Edwards, county superintendent of schools at Santa Barbara.

The growing importance of radio in education was given further recognition during the past year. Upon the suggestion of the director of publications, Sunday afternoon radio programs were placed upon the air by junior and senior high



An attractive cartoon which appeared in the San Francisco News During American Education Week

schools over Station KYA. The success of this experiment lead to a conference in December 1935, called by Dr. Lee and attended by Mr. Darrell Donnell, noted radio news commentator; Miss Bertha E. Roberts, deputy superintendent in charge of elementary schools, and the director of publications, at which a series of radio programs dramatizing the lives of great Americans was projected.

The series was opened on February 11, 1936, by the San Francisco Junior College with a program on the life of Abraham Lincoln. The second program, on the life of George Washington, was sponsored by Mission High School; third by students of Roosevelt Junior High School, on Henry Wadsworth Longfellow, and another by the students of Aptos Junior High School. The elementary schools prepared and presented two more outstanding programs; one by the students of Pacific Heights Elementary School on the life of Thomas Alva Edison, and the final program by the students of West Portal Elementary School on Robert Louis Stevenson.

Radio Programs

Recognizing the potentialities of such an endeavor, Station KYA placed the facilities of its plant at the disposal of the schools, and for the first time in the history of the state installed a remote control broadcasting studio at Galileo High School. The first broadcast over this station was by Galileo students on the life of Patrick Henry, on March 23, and was so successful that a repeat performance was given in the evening hours. Expressions from elementary school children who listened to the broadcast throughout the Metropolitan area indicate the immense possibilities of education through utilization of the radio. The superintendent again desires to express his thanks to the San Francisco Examiner and Mr. Clarence Lindner, business manager, for making available to the schools the landline facilities between the station and the remote control. Great impetus was given to the entire project through the ready cooperation of Mr. Edward McCallum, manager of Station KYA; Mr. H. J. Rogers, program director, and Miss Norma Good of the station staff. Mr. Donnell spent many hours at the station and schools in aiding in perfecting the programs. The first program at Galileo was under the direction of Miss Helen Swinton and Mr. Hartwell Preston. The musical numbers, which formed an important part of this endeavor, were arranged by Miss Constance R. Keohan.

The possibilities of a radio program of this character have been recognized throughout the professional group both in radio and in the schools, and the endeavor will be continued throughout the next school year. It has been demonstrated by the initial experiment that programs written and played by children find a spontaneous response from children of the same educational level.

Generous Aid of P.T.A.

Throughout all the activities of the Division of Publications, the interest of the home in the school has been manifested through the Second District, California Congress of Parents and Teachers. The director desires to make acknowledgment to Mrs. Eric W. Hammond, past president; Mrs. Joseph E. Morcombe, president, and Mrs. L. J. Brown, chairman of education, for the active cooperation they have given in all endeavors looking toward a better understanding between the community and the schools.

Ever alert to be of assistance in promoting the welfare of the schools has been the committee for the annual observance of Public Schools Week. As chairman of this endeavor in 1936, Mr. Charles Ross Cooper arranged programs in many schools, and, with an active committee, brought the message of the schools to the community. The intense activities of this observance centered around James Leo Halley, secretary, who has served in this capacity for several years. The annual observance of American Education Week, under the chairmanship of Ramsay Moran, chairman of the County Council of the American Legion, awakened a new interest in the schools in 1935.

Research Work Vital

San Francisco
Public Schools

WHEN educators meet today their discussions are based upon verified facts. To effect changes in educational procedures and policies on the basis of subjective judgments would be considered as antiquated as the little red school house. Today, no educator, regardless of reputation, can present successfully a new educational practice without showing objectively its merits.

The school administrators' increasing demand for facts has caused bureaus of educational research to reach into practically every phase of educational activity. During the past year the San Francisco Bureau of Research, Adult Education, and Evening Schools has participated in the activities of every department of the schools. To list the problems presented to the bureau of research during a single year would require more space than this report permits.

Wide Range of Studies

The Bureau of Research serves as a depository for all data concerning enrollment and attendance. Since all apportionments are received and all expenditures are made on the basis of these facts, the importance of this function cannot be overemphasized.

Providing educational facilities in a city the size of San Francisco requires a continuous study of population trends. This service is provided by the Bureau of Research through a system of pin map surveys which shows at any given period the pupil population of the district or districts under consideration.

The bureau has cooperated with the department of personnel in making studies of leaves of absence, sabbatical leave, and substitute teachers. It also served this department in the examination of candidates for positions, in the evaluation of their credentials, and in the interpretation and analysis of their examination records.

A type of research which is not apparent to the casual observer is also carried on in the Bureau of Research. This work consists of projects and group enterprises that may be characterized by their slow process of development. A project often continues through a term of several years.

The bureau has engaged in many studies and projects of this nature. Among the projects now completed that were carried on over a period of years, the following are significant:

Report Cards Revised

(1). The Junior High School Achievement Tests in Social Science, a group of twelve forms in all, were developed over a period of five years. These tests are based upon the Rugg material. Over one hundred teachers served on the test construction committees. Technical assistance was given by the University of California and the Stanford Schools of Education.

(2). The first Elementary Report Card Study was completed in 1931 after a year's intensive work. The cards recommended by this first study group have been in use for the past four years. A new study group has been at work for a year on a revision of the 1931 cards.The 1934 group expects to have completed this work, including an extensive try-out of several experimental forms in the schools by August, 1936.

(3). A plan of procedure for adjusting teacher loads in the elementary, junior high schools, and senior high schools of the city was worked upon for three years and now this load is checked twice annually as a matter of routine. The schools of each division are arranged in groups of approximately the same enrollment and ratios for schools of like enrollment are fixed by Board of Education ruling.

(4). For the past five years cost studies have been carried on to the end that economies might be effected without sacrificing the efficiency of instruction. Studies of comparative costs and possible economies are being made constantly.

(5). Boundary surveys for the elementary, junior, and senior high schools, required by shifts in the school population of the city, have been a continuous enterprise for the past six years.

(6). The entire testing program is a large group enterprise and while much of it is continuous in nature carrying over from year to year, certain definite projects in the testing field have been completed after several years of activity. Among these are the following:

a. A plan for meeting the educational needs of superior under-age pupils at first grade entrance has been developed to the satisfaction of administrators and teachers.

b. After a long period of experimentation in the grouping of junior high school pupils a satisfactory procedure has been put into practice. This plan is based upon the results of standardized tests together with the data incorporated in the pupils' cumulative record cards.

Pin Map Made

c. This year saw the completion of a prediction study which carried a group of more than 400 pupils from the eighth grade through four years of high school. On the basis of this study we have added to our knowledge in the field of predicting academic success.

Of the projects of a long term character now being developed the following are enumerated:

(1). A revision of the city wide pin-map survey is being made and will be completed this year.

(2). An articulation study to devise means to effect a more educationally efficient movement of pupils through the junior and senior high schools has been progressing for a year. This study will carry on into 1936.

(3). The second elementary report card study will be completed in August 1936, after two years of investigation, try-outs and deliberations involving parents, pupils, teachers, principals and members of the Superintendent's Staff.

(4). A study to improve the end-of-the-term promotion report in order that it might be of greater value to the elementary principals and teachers has been in progress for a year and will continue through 1936. This study involves questions of elementary curriculum organization, revision, and course of study consideration.

(5). A trade and industrial survey was organized in its preliminary aspects in 1934. This project will be continued in 1936.

Field Expanded

(6). The Bureau of Research is now cooperating with the Pacific Gas and Electric Company in measuring the effect of various types of lighting upon pupil achievement.

Practically all of the long term projects and surveys discussed briefly involve much coordinated effort and activity on the part of deputy superintendents, principals, teachers, and the research staff. Because of this fact, this type of work is exceedingly valuable to the department. It serves as an integrating force in the system, through which all concerned work toward a common goal.

During the past year the program of measurements was expanded to meet a wider range of educational needs. The expansion of this program involves the introduction of reading readiness tests and achievement tests in special fields in junior high school. Through this continuous program of measurements, a record of the achievement of individual schools, classes, and pupils within classes is available at all times.

Personnel Division Active

San Francisco Public Schools

A COMPETITIVE examination for teachers desiring to qualify for service in San Francisco public junior and senior high schools, reorganization of the Department of Personnel, the appointment of a full time director as the executive head of this important division, was accomplished during the fiscal years 1934-1936.

*Howard McDonald, for several years vice-principal at Balboa High School, was named director of personnel on April 24, 1934 upon nomination of the superintendent and upon his shoulders fell the task of efficient conduct of the personnel division.

Mr. McDonald entered the department in 1924 as a member of the Mission High School faculty. He had been vice-principal of the Balboa High School since 1929, having been selected from the staff for the position on account of his ability as an administrator.

Director Appointed

In the Fall of 1926, the acting-principalship of Humboldt Evening High School was added to his teaching duties, which position he held for six months. In January, of 1927, he was appointed head of the Mission High School Annex. In 1928 he was assigned by the Board of Education to Balboa High School, department of mathematics, in which work he continued until he became vice-principal of the same school in August 1929.

Mr. McDonald was born in 1894 and educated in Salt Lake City. He began his training at the Utah State Agricultural College at Logan, Utah, in the Fall of 1917. Just after enrolling at that institution, he enlisted in the service of the United States Army. After two months' instruction for radio military duty at the University of Colorado, he went overseas, where he saw six months of active duty.

Upon returning to the United States, he resumed his studies at the Utah College in the Spring of 1919, and was granted the degree of Bachelor of Science in the Spring of 1921. During his senior year at college, he taught mathematics and acted as a freshman coach. After graduation he became an instructor of mathematics at his Alma Mater, and continued in that capacity until the Spring of 1924, when he came to San Francisco to become a member of the Mission High School faculty.

Mr. McDonald continued his educational work when he came to California and in the Summer of 1925 completed his study for a Master of Arts degree in school administration, University of California. Phi Delta Kappa, honorary education society, claimed him for membership in 1925.

Revision of List Planned

Appointments to teaching positions or administrative offices in the system are made upon recommendation of the superintendent by the Board of Education, from eligible lists, after approval for specific position has been obtained from the deputy superintendent of the respective division involved. Recommendations of the superintendent are submitted for approval to the personnel committee of the Board of Education, composed of three commissioners, who hold weekly meetings in advance of the general meetings.

Since many of the subject eligible lists were entirely depleted of names, the superintendent, upon request of the Board of Education, made a study of the existing eligible lists, and on March 20, 1934 recommended that a revision of the lists be made and that all lists be cancelled as of May 1, 1935. The recommendation of the superintendent was adopted unanimously by the Board with the added provision that all persons on the eligible list who had served as probationary teachers in San

*Mr. McDonald was named deputy superintendent by the Board of Education, effective July 1, 1936.

Francisco and who were displaced because of economic retrenchment should be given special consideration in making up new lists.

A detailed study was made of the elementary eligible lists. It was found that there were 23 persons who had been displaced as probationary teachers in 1932 because of the economic depression and had not been reappointed. Also 63 persons who had qualified in the examinations for elementary grades in 1930 and 1931 had not been appointed to positions in San Francisco.

In view of these facts, the superintendent recommended to the Board of Education on September 25, 1934 that the resolution abolishing the eligible lists be amended to read, "That all existing eligible lists, except the elementary school list, be cancelled as of May 1, 1935, and the new lists to become effective thereafter." This recommendation met with approval of all members of the Board.

The method of teacher selection for appointment to positions in the San Francisco secondary schools, as approved by the Board of Education, was based upon four types of qualifications:

Examination Weighted

	Points
I. The Written Examination	400
II. Applicant's Formal Training and Certification:	
(a) College or university training in terms of degrees, number years' attendance, etc	135
(b) Grade and type of credential	65
III. Applicant's ability:	
(a) As rated by the institution in which he received his training (b) As indicated by his teaching (c) Or other experience	250
IV. Personal interview	150
Total	1,000

Under the above method eligible lists were set up for the following general fields of instruction:

Subjects Selected

- Art
- Art Metal
- Commercal Subjects
  - (a) Accounting
  - (b) Secretarial
  - (c) Merchandising and Marketing
- Debating
- Dramatics
- English
- French
- German
- Home Economics
  - (a) Clothing
  - (b) Foods
  - (c) Millinery
- Industrial Arts
  - (a) Auto Shop
  - (b) Electric Shop
  - (c) Machine Shop
  - (d) Pattern Shop
  - (e) Printing (Junior High)
  - (f) Sheet Metal (Junior High)
  - (g) Wood Shop
- Italian
- Journalism
- Latin
- Library
- Mathematics
- Mechanical Drawing
- Music
  - (a) Brass Instruments
  - (b) Piano
  - (c) String
  - (d) Wood Wind Instruments
  - (e) Vocal
  - (f) Theory
- Physical Education, Boys
- Physical Education, Girls
- Public Speaking
- Science
- Social Studies
- Spanish

In order that all local influence should be eliminated from the written examination, Dr. George A. Rice of the University of California and Dr. William M. Proctor of Stanford University were selected by the superintendent to make up and administer that part of the teacher evaluation. Nearly 1,100 applicants appeared at the High School of Commerce Building on December 27, 1934 when the examination was given, which was after the order of the modern "New Type" tests.

Applicants' formal training, certification and ability were evaluated by statisticians selected by the superintendent through the University of California and Stanford University.

The personal interview was conducted by the superintendent of schools and his deputies and directors concerned. Each person who had the privilege of coming before the committee was given not less than ten minutes interview.

On May 7, 1935 the superintendent of schools submitted to the Board of Education the final lists for approval. The following resolution was unanimously adopted by the Board of Education: RESOLVED: That the lists of eligible teachers for the junior and senior high schools, qualified through the recent examination, as submitted by the superintendent this day, be and are hereby adopted; such lists to be effective until depleted, but not to extend beyond May 1, 1938.

New Lists Adopted

An analysis of the eligible lists revealed the following facts concerning the candidates:

Residence	*Senior High*	*Junior High*
Number residing in San Francisco	117	114
Number residing elsewhere in California	120	76
Number residing out of California	2	4
Total	239	194

Training	*Senior High*	*Junior High*
Number with no degrees	10	7
Number with Bachelor's degree	31	93
Number having the fifth year of training	106	68
Number having Master's degree	92	26
Total	239	194

Experience in Months	*Senior High*	*Junior High*
Complete range	0 to 275 months	0 to 232 months
Median	44 months	16 months
Upper quarter	89 months	54 months
Lower quarter	13 months	6 months

Wide Range of Scores

Age of Candidates		
Complete range	21 to 53 years	20 to 45 years
Median age	28 years 11 mos.	26 years 10 mos.
Oldest quarter	35 to 53 years	30 to 45 years
Youngest quarter	21 to 25 years 6 mos.	20 to 23 years 11 mos.

Evaluation Data on Total Examination Scores		
Complete range	419 to 912	438 to 863
Median	723.4	715
Upper quarter	765.8	752
Lower quarter	671.25 and under	668 and under

SENIOR HIGH ELIGIBLE LIST

Senior High Lists

Music Fields Varied

Art—Margaret A. Chase, Dorothy Mallet, Doris A. McMillan, Margarette Walker, Edward W. Johanson, Esther Rosen, Winnie M. Mackey, Agnes Boberg, Maybelle Broz, Evelyn V. Barber.

Painting and Decorating—Clarence J. Gallagher.

Art Metal—Robert J. Stoffer.

Accounting—Ward M. Nichols, Alva L. McMillan, John M. Connell, Gleeneice M. Silvia, Eleanor Parsons, Mildred Bareis, Sylvia F. Fisher.

Secretarial—Emilie Chapuis, Miriam Calmenson, Lucy Stein, Bernice Bilafer, John M. Connell, Janis McCreadie, Marguerite Vincent, Eleanor Parsons, Sadie Farnsworth, Margaret J. Allen.

Merchandising and Marketing—Ward M. Nichols, Fred A. Kelly, Rolland V. Barney, Esther Saylor, Alva L. McMillan, Florence Wilson.

Debating—Norma Klaus, Herold Miller, Bruce H. Painter.

Dramatics—Hartwell Preston, Norma Klaus, Margaret Turner, Anna M. Price, Waddington Blair, Gabrielle Greefkins, Virginia K. Chappell, Agnes White, Dorothy Rubel.

English—Paul M. Pitman, Hartwell Preston, Henry Kunz, Catherine Counihan, Elizabeth A. Clark, Mary F. Golding, William L. Galant, Norma Klaus, Marien Knox, Henry C. Meckel, Alta C. Nolan, Alberta F. Brown, John Parker, Madeline M. Jacobsen, Margaret Coope, Marion Shepard, Eugenia Rinehart, Clarence Leal, Iva M. Jones, Harold W. Leuenberger, James W. Thornton, Jr., Adeline Scandrett, Robert M. Hartwell, Helen Shubert, Alice M. McMahon, Esther E. Pitman, Edward Locher, Allan Cole, Eleanor L. Perry.

French—Emilie Chapuis, Catherine A. Musante, Madeline M. Jacobsen, Eldred C. Vanderlaan, Margaret Coope, Dorothy Reynolds, Eleanor L. Perry, Kathleen Cassidy, Anna M. Thompson.

German—Madeline M. Jacobsen, Martha K. Hack, Eldred C. Vanderlaan, Dorothy D. Verbarg, Lillian Knipper, Elsa B. Hartley, Elizabeth Karpenstein.

Clothing—Isabel A. Jakway, Erma H. Kellogg, Wilhelmina Sybenga, Louise Nichols, Elinor Burt, Dorothy Rubel, Jeannette Slagg, Signe I. Rivers.

Foods—L. Loraine Lortscher, Emma J. Fuller, Erma H. Kellogg, Isabel A. Jakway, Dorothy Rubel, Louise Nichols, Elinor Burt.

Millinery—Elsie Williamson, Agnes Busjaeger.

Auto Shop—Joseph Branstetter, Robert J. Hughes, Robb Walt, George H. Yager, Harry W. Andrewson.

Electric Shop—William K. Mayo, Rex G. Harris, Ferdinand J. Lapeyri, James J. Downey, George G. De La Cruz, Elmer Kilgore.

Forging—Richard J. Ryall, Fred Beatty.

Machine Shop—John B. Thomas, Marcel E. Rotchy, Frederick D. Fillmore, Elgin B. Whigham, George H. Yager.

Pattern Shop—James McEwan, Raymond E. Barnett, George A. Rogers, Edward Reilly, George F. De La Cruz.

Wood Shop—Harry M. Krytzer, Clinton M. Jacobson, Joseph Branstetter, George W. Hutchinson, Richard J. Ryall, James McEwan, Glenn T. Mack, Elgin B. Whigham, Raymond E. Barnett.

Italian—Zelda Campagnoli, Lorraine De Nicolai, Emma Croce, Erba Marraccini, Pia Maini, Elena Bianchini, Florence Vineys, Natalie A. Pellegrini.

Journalism—Herold Miller, Alva L. McMillan, Fred A. Kelly, Jane Cook, Helen Voorhees.

Latin—Catherine Counihan, Bernard J. Dobbins, Alberta F. Brown, Eleanor L. Perry, Allan Cole, Irene Mailhebuau, Charles A. Gerstbacher, Mrs. Lourie Bass Bach.

Library—Mabel E. White, Martha E. Uhlir, Dorothea K. Smith, Marguerite Grayson.

Music (Brass)—Wade F. Thomas, Jr., Madison Devlin, Reginald Krieger, Salvatore Billeci, Howard Monger, Cecilia Souza, Frances Fogerty.

Music (Piano)—William A Fuhrmann, Isabelle Becker, Wade F. Thomas, Jr., Elizabeth May, Keith McKillop, Erda E. Kromer, Cecilia Souza, Beatrice M. Hunt, Kathleen M. Hughes, Claribel DuPlan.

Music (String)—Delbert Schneider, Salvatore Billeci, Madison Devlin, Cecilia Souza, Barbara Maede, Reginald Krieger, Jessica Marcelli, Frances Fogerty.

Music (Wood Wind)—Salvatore Billeci, Cecilia Souza, Howard S. Monger, Reginald Krieger, Frances Fogerty.

Music (Vocal)—William A. Fuhrmann, Isabelle Becker, Elizabeth May, Kathleen M. Hughes, Cecilia Souza, Erda E. Kromer, Beatrice M. Hunt.

Music (Theory)—William A. Fuhrmann, Isabelle Becker, Wade F. Thomas, Jr., Elizabeth May, Madison Devlin, Kathleen M. Hughes, Salvatore Billeci, Erda E. Kromer, Beatrice M. Hunt,

Mathematics—Frances Berkowitz, Gustavus A. Spiess, Adeline Scandrett, Robin L. Dunn, William K. Mayo, Barbara Fox, William A. Black, Dorothy I. Godward, Una McBean, Virginia H. Bufford, Elenore M. Lazansky, Catherine M. Daly.

Mechanical Drawing—Glenn H. Hurd, Glenn T. Mack, Wilbert G. Vestnys, James J. Downey, George W. Hutchinson, Frank L. Emerson, Raymond E. Barnett, George Wallen.

Public Speaking—Hartwell Preston, Nora Klaus, Albert E. Heinz, Iva M. Jones, Joseph Oricello, Charlotte S. Busby, Varee Trask, Waddington Blair, Grace Read.

Physical Education (Boys)—Gordon T. Carlson, Joseph Verducci, Marion McCart, Ernest Carl Mitchel, William Fischer, George Wolfman, J. E. Wasson, Lloyd Winter, Granville E. Thomas, Sylvester L. Kelly, Orron A. Qualls, Daniel Root, Hugh A. Hunter, Nicholas Koshell, Cecil R. Disbrow, John E. Martie, Lee H. Bissett. W. Price Robinson, Zur Williamson.

Physical Education (Girls)—Florence M. Shearer, Margaret Hayden, Mary B. Ligda, Margaret E. Poole, Vera Helgesson, Mrs. Lillian Clayton, Ruth M. Adams, M. Ethone Raymond, Mabel Bunneke, Florence A. Mitchell, Elizabeth Lee, Jeanette E. Nathan, Irene Sink, Doris Dray, Zelda C. Milani, Lulu M. Lane, Asta J. Selchau, Dorothy Armstrong, Martha Lattin, Winona Woon, Dorothy Mitchell.

Science—John J. Burke, Mary Murphy, Harold W. Leuenberger, Isabelle D. Collins, Washington D. Lacabanne, Francis G. Marsh, Melvine Peterson, Robin L. Dunn, Norval C. Fast, Johnette G. Dispensa, Barbara Fox, John Nill, James H. Ripley, William A. Black, Frank E. Johnston, Cecil J. Carroll, Yancey L. Rose, William L. Galant, Seymour Pearson, John E. Bunting.

Junior High Candidates

Social Studies—Paul M. Pitman, Totton J. Anderson, Phylis Haley, Catherine Counihan, Lucy Stein, Gustavus A. Spiess, Joseph Oricello, Thadea Harder, Mary F. Golding, Marien Knox, Ralph Kerchum, Julian Reinhertz, John L. Roberts, Edna L. Breen, Madeline M. Jacobsen, Arline Scharff, Lutitia W. O'Kelly, Robert M. Hartwell, Helen Shubert, Clarence Leal, Lois Nicholson.

Spanish—Gladys Metcalf, Mildred C. Rauner, Edna L. Breen, Rose H. Avina, Dorothy Webster, Lillian Knipper, Dorothy Reynolds, Dorothy I. Godward, Anna M. Thompson.

JUNIOR HIGH ELIGIBLE LIST

Art—Phyllis Wrightson, Helen E. Freeland, Elsie Barkis, Mary Schnitzius, Sophie M. Davis, Rose O'Donnell, Bernice E. Kelly, Marie G. Lynch.

Accounting—Mildred C. Grace, Victor W. Ligda, Grace A. O'Connell, Betty Alexander.

Secretarial—Mildred C. Grace, Clorinda Peracca, Elizabeth Burgner, Dorothy M. Becsey, Grace E. Mahoney, Hope Kennedy.

Dramatics—Dorothy Barnhart, E. Jorain Withers, Cora H. Foster, Irene Colonna, Everett V. O'Rourke, Alicia Unger, Ethel A. Nelson.

English—Wyman E. Olson, Daniel J. O'Brien, Stephen Sherry, Morris Williams, Flora-Louise Rode, Leo F. Cain, Frances Mitchell, Loraine Wilson, Michael Griffin, Geraldine Etter, Mary M. D'Amico, Madeline Mitchell, Nellie F. Peterson, Kathleen A. Unmack, E. Dalton Howatt, Elizabeth Burgner, James W. Patterson, Catherine Connolly, Harry A. Sullivan, Alicia Unger, Joan Keller, Elva C. Silva, Mildred C. Grace, Anne Siegel, Edwin Rich, F. William Feeny, Priscilla Lehmann, Ciwa Griffiths, Leila Colt, Cora H. Foster, Jean K. Anderson, Muriel G. Jacobs, Lucy L. Spaulding, Nora K. Boyle, Mary B. Kaine, Kezia Rudin, Mary Schnitzius.

French—Gwendolen Mullett, Maurice Power, Clorinda Peracca, Catherine Connolly, Hazel E. Miller.

Shopwork Stressed

German—Gertrude C. Hasselbrock, Donald Bourbon.

Clothing—Harriet E. Myers, Dorothea Maynard, Florence A. Fletcher, Maye U. Maloney, Nellie Irwin, Elsie Barkis, Dorothy Leoni.

Foods—Harriet E. Myers, Dorothea Maynard, Florence A. Fletcher, Maye U. Maloney, Nellie Irwin, Dorothy Leoni.

Millinery—Nellie Irwin.

Auto Shop—Jesse E. Rathbun, Ernest Pieri, William T. Saveker, Stanford Davis.

Electric Shop—Glenn I. Newhouse, George H. Larson.

Machine Shop—Chester E. Crowell, Leland B. Stevens, Arthur Rasmussen, Ernest Pieri, William T. Saveker.

Pattern Shop—Fred J. Kramer.

Printing—Leon Stephens, Carl E. Lawrence, Clarence A. Finn.

Sheet Metal—Chester E. Crowell, Leland B. Stevens, Albert Knipper.

Wood Shop—William H. Hudson, Howard E. Thompson, Jesse E. Rathbun, Leland B. Stevens, Glen H. Moseley, Glenn I. Newhouse, Chester E. Crowell, George H. Larson, Arvid Pauly, Evan R. Peterson, Wilfred J. Prout, Paul H. Freiermuth.

Italian—Adeline K. Pardini, Clorinda Peracca, Victorine Alibertini, Esther Belli.

Journalism—Stephen Sherry, Barto Molineux.

Latin—Daniel J. O'Brien, Gwendolen Mullett, Adeline K. Pardini, Catherine Connolly, Catherine E. Downes, Mary B. Kaine, Grace A. O'Connell.

Library—Winifred W. Seely, Mildred Bernard, Jean Anderson, Marie Delmas.

Mathematics—Joseph B. Hill, Elizabeth C. Lange, Ruth Van Pelt, Ann L. Adams, William F. Manahan, Frances Dealtry, William H. Hudson, Marie Hanly, Mary A. Kenny, Dorothy M. Becsey, M. Marjorie Maher, Alvina L. Cummings, Walter H. Daily, Howard E. Thompson, Dudley H. Pierce, Mervyn V. Miller, Alfred S. Briggs, Edith B. Vernon, Thomas Nesbitt, Margaret McMullen, Mary Gubbins, Clela Hammond, Margaret M. Smyth.

Mechanical Drawing—William H. Hudson, Howard E. Thompson, Chester E. Crowell, Leland B. Stevens, Glenn I. Newhouse, George H. Larson, Evan R. Peterson, Paul H. Freiermuth.

Music (Brass)—Edward F. Plutte, Oliver Christiansen.

Music (Piano)—Verna Torre, Constance McFarland, Charlotte Kuppinger, Stanley F. Berry, Lottie Works, Dora Schiro, E. Jorain Withers, Norma Wendt, Vesta White.

Music (String)—Victoria Hartmann, Sidney Wills, Dudley Lawn, Charlotte Kuppinger.

Music (Wood Wind)—Edward F. Plutte, Victoria Hartmann, Dudley Lawn, Oliver Christiansen, Sidney Wills, Charlotte Kuppinger.

Music (Vocal)—Constance McFarland, Edward F. Plutte, Harold P. Hill, Wilma Young, Charlotte Kuppinger, Dora Schiro, Lottie Works, Victoria Hartmann, Stanley F. Berry, Esther Wacholder, Norma Wendt.

Many Pass Tests

Music (Theory)—Constance McFarland, E. Jorain Withers, Charlotte Kuppinger, Victoria Hartmann, Lottie Works, Oliver Christiansen.

Physical Education (Boys)—Walter S. Nolan, John Illia, Vernon C. Ellis, Edward Goldman, Arvid Pauly, Victor W. Ligda, Walter C. Drysdale, Geo. L. Campbell, George P. Gustafson, Melvin Nickerson, William Aubel, Leland Crichton, Gregory Mahakian, Maxwell Cunningham, Ernest Pieri, Louis Hass, Thomas R. Bragg, Theo. J. Knutzen, Jr., Robert M. Schneider.

Physical Education (Girls)—Naomi Russell, Margaret Higginson, Alice McKnew, Ciwa Griffiths, Irene Madigan, Barbara Mason, Joan Sheehan, Ethel H. Stern, Edith Riccomini, Kathleen O'Farrell, Freda S. Morton, Violet Simon, Laurette Schorcht, Ruth Smeland, Madeline Engler, Mary E. Smyth, Gertrude A. Kittleman, Eva L. Symon, Grace Churcher, Dorothy C. Friedorff, Margaret Harrington, Ida Whitehouse, Bernice E. Kelly, Dorris Nystrom, Irma DeMarie, Agnes Sullivan, Winifred Woods.

Public Speaking—Alfred S. Tapson, Leo F. Cain, Elizabeth Burgner, Anne Siegel, Francis Mitchell, Loraine Wilson, Adrienne Schetter, Everett V. O'Rourke, Hazel E. Miller.

Science—Joseph B. Hill, Joan Keller, William F. Manahan, Elizabeth C. Lange, Sam M. Glenn, Frances Dealtry, Robert L. Thatcher, George M. Kibby, Margaret Barr, Henry F. Barsotti, Marie Hanly, Elva C. Silva, Florence A. Fletcher, Barbara Mason, Myrna G. Croce, Henning A. Edlund, Walter S. Nolan, Dorothy M. Becsey, Alice L. McCallion, Walter H. Daily, Alvina L. Cummings, Nora K. Boyle, M. Marjorie Maher, Vernon C. Ellis, Madge M. Donovan, Marie F. Peter, Edith Ricconimi, Kezia Rudin, Doris Kilkenny.

Social Studies—Wyman E. Olson, Daniel J. O'Brien, James S. Lighty, Alfred J. Tapson, Geraldine Etter, Mildred C. Grace, James W. Patterson, Ann L. Adams, Hubert H. Semans, Maurice Power, Michael Griffin, Verna Torre, E. Dalton Howatt, Francis Mitchell, Madeline Mitchell, Nellie F. Peterson, Mary M. D'Amico, Kathleen A. Unmack, Karl W. Koch, Sam M. Glenn, Gwendolen Mullett, Robert L. Thatcher, Loraine Wilson, Catherine Connolly, Leah R. Smith, Sophie M. Davis, Irene Colonna, Suzette Dornberger, Priscilla Lehmann, Harold P. Hill, Everett V. O'Rourke, Ethel A. Nelson, Clela Hammond, Cora H. Foster, Edward H. Nix, Henry F. Barsotti, Nora K. Boyle, Irene Madigan.

Substitute Rule Set

Spanish—Kathleen A. Unmack, Geraldine Etter, F. William Feeny, Dolores Estrella, Florence Carrasco, Loraine Wilson, Anne Siegel.

Substitute Teachers

Applicants for substitute work were divided into the following groups, preference being given to applicants in the order of the groups:

Group 1—Displaced probationers. (Teachers in good standing who have been on probation and whose services have been discontinued.)

Group 2—Eligibles. (Teachers who have passed the competitive examinations and gained a place on the eligible list, but who have not been assigned as probationers.)

Group 3—Evening school teachers. (Probationary or permanent evening school teachers unemployed during the day and having one to five evenings per week.)

Salary Increments Restored

San Francisco Public Schools

COMPLETE restoration of salaries to members of the certificated staff at the 1930-31 level has been realized in the past biennium, upon the recommendation of the superintendent and the authorization of the Board of Education. In addition members of the certificated staff will be returned to the annual increment method of salary advances beginning with the school year 1936-37 and principals of elementary schools will be classified upon a more equitable basis.

Thus. three progressive steps have been made toward the realization of basic salary recommendations made by a Citizens Committee for the Study of Teachers' Salaries in 1929, a report that has proved of enduring value as a basis for determining compensation for members of the certificated staff.

Reduction in 1932

Economic conditions in 1932 forced a percentage reduction in salaries of all persons employed by the municipal government. The Board of Education adopted the same basis of reduction which amounted to approximately $400 annually in the case of senior high school teachers on the maximum scale with a proportionate revision in schedules of junior high and elementary teachers. The most drastic reduction, in the light of years, was not in actual salary reductions, but in the loss of the annual salary increment since 1932. Increments were continued in other departments of the city government and in other school systems in the Metropolitan area, despite salary reductions. Once stopped. even temporarily, the difficulties of restoring annual increments presents a greater problem each year because of cumulative costs.

The Board of Education was at all times sympathetic to the restoration of salaries and the return of the increment, opening the facilities at every point to the end that the situation should be remedied. The first step was taken at the beginning of the school year 1934-35 when a 50 per cent restoration of salary was granted. In the following year the salary schedule was returned to the 1930 level with one notable exception—annual increments.

When the salary schedule was under discussion in 1935, Hon. C. Harold Caulfield, president of the Board of Education, suggested the appointment of the Board's finance committee to work with a committee representing teaching groups on a critical study of the salary situation. The finance committee, under the chairmanship of Hon. Philip Lee Bush, immediately began this cooperative study with the Salary Committee of the Teachers' Central Council.

Board Cooperates

The Teachers' Central Council was organized by the Presidents' Council. It consists of five members from each of 11 teacher organizations. These members were appointed by their respective organizations. This arrangement gave membership and representation on this council to the entire teaching staff. It offered the best method of obtaining a complete cross-section of the teaching staff.

The Teachers' Central Council adopted certain definite methods of procedure. It agreed:

(1). That it would work in full cooperation with the Superintendent of Schools.

(2). That it would work, subject to the knowledge and approval of the Superintendent, with the Committee of the Board.

(3). That it would hear the arguments of any group on any salary question that was referred to it.

(4). That, in so far as it was possible, it would arrange informal discussions with both the superintendent and representatives of the Board of Education for any group especially interested in any salary problem.

San Francisco Public Schools

In September, 1935, preliminary meetings were held both with the superintendent and a representative of the finance committee of the Board of Education for the purpose of determining the specific problems that should be studied. Out of these meetings the following problems emerged:

I. The resumption of the principle of the payment of the annual increment as provided in the 1930-31 Salary Schedule.

II. The salary status of vice-principals of junior and senior high schools.

III. The salary status of Supervisors of Attendance and Guidance.

IV. The salary status of the Continuation School teachers.

Most of the inequalities in and dissatisfactions with the present schedule were found to be due to the freezing of the annual increments. Each year the increments remained frozen a satisfactory solution of the problem became more difficult. Nearly every member of the teaching staff was involved in this question. The superintendent, and members of the Board of Education were in agreement with this opinion.

Problem of Increment

The Teachers' Central Council considered all of the problems studied in the light of sound fundamental principles. Its purpose, in so far as humanely possible, was to eliminate all personal elements.

In its final report, presented in January, 1936, the Central Council Salary Committee pointed out:

The salary schedule which was adopted effective in 1930-31 has been in a measure inoperative during the past four years due to the freezing of the annual increment. This has resulted in the development of a number of inequalities in teachers' salaries and has invalidated one of the fundamental principles of this salary schedule; viz, that as teachers grow in training, experience, and professional outlook their increasing value to the school system should annually be compensated by automatic salary increments until a determined maximum is reached.

The inequalities, resulting from the freezing of the increments, present many difficult problems for adjustment. Losses due to position on the salary schedule have ranged from one to four years' rating. An attempt to readjust these losses meets with almost unsurmountable difficulties.

These losses have been two-fold in character: First, actual salary; second, years in rating on the salary schedule.

The loss of salary is a minor point in the issue, and in the opinion of this committee should be considered as one of the irretrievable losses due to the depression.

View to Future

The loss of rating on the salary schedule was much more serious in its consequences to those affected because it projects itself into the future.

Many plans designed to provide a method of restoring a part or all of the rating losses were presented and carefully studied. No plan, however, presented itself which will fall within the limits of reasonable budget expectations and still apply equitably to all members of the teaching staff.

As a result, the following recommendations were made by the superintendent to the Board of Education in February, 1936.

(1). Resumption of the principle of salary increments at all levels of the 1930-31 salary schedule.

(2). That vice-principals in junior and senior high schools be paid a minimum of $400 more than teachers on the same rating of the salary schedule and a minimum of $600 after the fourth year of service instead of the present maximum and minimum of $300 in excess of teachers' salaries at all levels and grades of the schedule.

(3). That senior high school teachers who have reached the maximum or

twelfth rating of $3204 annually be allowed an annual increment for three years until the fifteenth rating of $3600 annually has been attained.

(4). That junior high school teachers who have reached the maximum on the schedule be advanced from the thirteenth rating of $2793 annually to the fifteenth rating of $2937, within two years through the restoration of the increment and elevation of the maximum ratings.

(5). That elementary school teachers now on the maximum rating be advanced, through restoration of the increment to the fifteenth rating representing an increase in maximum salary of from $2467 annually to $2604.

(6). That teachers on the faculty of the San Francisco Continuation School be paid on the senior high school schedule instead of the junior high school schedule as at present.

(7). That librarians in the Department of Texts and Libraries and assistants in the Bureau of Research be advanced from the twelfth rating $3504 annually to the fifteenth rating of $2937, within two years through elevation of the present maximum rating and increment restoration.

Audit Shows Cost

(8). That assistant supervisors of attendance and guidance be placed on the same salary schedule projected for junior high school teachers and that the maximum salary be fixed at the fifteenth rating of $3156, the minimum to remain at the first rating of $1800 and that automobile maintenance allowances be increased from $300 to $400 annually.

A detailed audit of the cost of restoring the annual increment at all ratings of the basic salary schedule revealed that an added appropriation in excess of $300,000 would be required for the fiscal year 1936-37 for salary purposes with increasing amounts annually until 1941 when the amount needed would become stable.

It became apparent that increases to junior and senior high school vice-principals and other increases suggested for Continuation School teachers, no matter how justified, should await remedial measures for those at the point of greatest need, teachers on the lower levels of the salary schedule. Early investigations into the financial outlook for the coming year revealed that increment restoration would be postponed again because of its increased cost to the taxpayers.

After weeks of investigation, the Board of Education upon recommendation of the superintendent voted restoration of annual increments, but because of costs was unable to increase the maximum salary ratings. The cost of the restoration of the modified increments was thereby reduced from in excess of $300,000 to approximately $130,000 annually.

Problem of Probationers

The superintendent appreciates that the Board of Education, having in mind the burden upon the taxpayers as well as the justice of the increments, rendered a lasting service to the teaching force by restoring the principle of the salary increment in the coming school year. This action will result in increased morale through the entire department. The Commissioners of Education. the superintendent and the teaching force generally will find agreement upon one point; that those who were at the probationary level of the salary schedule at the time the increments ceased in 1932 should be placed on the fourth year of the salary schedule in 1938-39 and that the full recommendations of the committee should be realized as soon as the educational budget will permit.

The resolution of the Board of Education restoring the annual increment effective July 1, 1936 is as follows:

(1). RESOLVED: That the Board of Education hereby re-establishes the principle of the payment of an annual increment for the school year 1936-37.

(2). RESOLVED, FURTHER: That, effective July 1, 1936, the salary schedule as adopted and amended by the Board of Education for the fiscal year 1935-36 be adopted as the basic salary schedule for certificated employees for the school year 1936-37 and that any certificated employee not on the maximum salary rating as named herein, for his or her position, shall be placed on that rating of the salary schedule which is one rating higher than that which he or she received for the school year 1935-36, except as hereinafter provided. The increases are not to be retroactive.

PROVIDED, HOWEVER, that no certificated employee who has not been "in service" in San Francisco School District seventy-five per cent (75%) of the required days of the previous fiscal year for his or her classification (elementary, junior high, senior high, junior college, etc.) shall be entitled to the automatic increase for the following year; and

PROVIDED, FURTHER, that a "complete school year" for salary purposes shall be at least seventy-five per cent (75%) of the required days for each classification for any school year, and leaves of absence from duty for any cause shall not be considered for salary purposes as "in service" as used herein.

Provisions Defined

PROVIDED, FURTHER, that any certificated employees on leave or absent from duty with permission shall receive upon return to active service the next higher rating to the last rating received during which a "complete school year" was served;

PROVIDED, FURTHER, where displaced probationers have served seventy-five per cent (75%) of the required service as probationary teachers for the year 1935-36, they shall be placed on that rating of the salary schedule which is one rating higher than that which he or she received for the school year 1935-36, except as hereinafter provided;

PROVIDED, FURTHER, that certificated employees who are re-employed under the rules and regulations of the Board adopted June 6, 1934, shall receive the first rating for their classification.

PROVIDED, FURTHER, that certificated employees of the evening schools who have served seventy-five per cent (75%) of the total number of days required for such assignment during the school year 1935-36, shall receive for the school year 1936-37 the next higher rating to the one received during the school year 1935-36. That is, those on the first rating shall be advanced to the second rating; those on the second rating to the third rating; those on the third rating to the fourth rating; those on the fourth rating to the fifth rating. The fifth rating is the maximum for evening schools.

Maximums Set

One evening per week assignment means one evening per week throughout the evening school year. Two, three, four, and five evenings assignments are figured on the same basis.

A person who has been increased or decreased a certain number of evenings per week during the school year, shall have his time figured on a pro-rata basis, in accordance with the time served in each assignment.

PROVIDED, FURTHER, that the maximum ratings for the various classifications shall be as follows:

Classification	*Rating*	*Classification*	*Rating*
Junior College	12th	Junior High School	12th
Senior High School	12th	San Francisco Continuation School	13th
Librarians in the Department of Texts and Libraries and Assistants in the Bureau of Research	12th	Elementary School	14th
		Evening High School	5th
		Assistant Supervisors Attendance	10th

In the 1929 Citizens report a system of educational "hurdles" was set up. Added study or additional training was required to pass from the seventh, eleventh, fifteenth, and eighteenth ratings. This phase of the recommendation has not been made operative, to date.

Regulations in the San Francisco Public Schools for many years decreed that elementary schools be classified A, B, C, or D, upon the basis of average daily attendance and that the salary of the principal be based, not upon the number of children enrolled in the school, but the average number in attendance daily through the school year.

Under this regulation, Class A schools were those of 700 average daily attendance or more. If the attendance dropped to 699, the school fell into Class B and the principal's salary was reduced $300 annually.

After months of study it became evident that the more equitable manner in which to pay elementary school principals was on the numbers of teachers employed in the school rather than the number of children in attendance. It was also apparent that no principal should suffer a reduction in salary because of the elimination of two grades in an elementary school when a junior high school was opened in the neighborhood.

Principals' Salaries

The Board of Education was entirely sympathetic to a correction of this situation and at a meeting on May 12, 1936, adopted the following resolution changing the method of classification from an average daily attendance to a teacher basis.

RESOLVED: That the basis of determination of classification for A, B, C, and D schools, as used in the 1935-36 salary schedule, for the purpose of determining salary of principals in these schools, be and is hereby rescinded as of the close of the day, June 30, 1936.

RESOLVED: That the following rule, establishing the basis of payment for principals of elementary schools be and is hereby adopted, effective July 1, 1936:

That principals' salaries in elementary day schools shall be on the following basis effective July 1, 1936:

"A" SCHOOLS—being schools with 22 or more teachers	$4020
"B" SCHOOLS—being schools with 15 teachers but less than 22 teachers	3720
"C" SCHOOLS—being schools with 6 teachers but less than 15 teachers	3420
"D" SCHOOLS—being schools with less than 6 teachers	2880

The number of teachers set up for A, B, C, and D schools, respectively, is to be exclusive of the vice-principals allowed in A and B schools.

Pay Basis Adjusted

The method of determining the "teacher basis" shall be by taking the average of the number of teachers in their respective schools for the first eight months of the preceding school year. If schools of the preceding school year should be consolidated the salary of the principal of such consolidated school shall be based on the combined average number of teachers in the two separate units for the first eight months of the preceding school year. The adjustment, if an increase, is to be made in the payroll of the month immediately following the consolidation.

No individual principal, due to above basis, shall suffer a reduction from the salary he or she may have had for the preceding school year.

In schools where the 7th and 8th grades have been transferred to junior high schools, the incumbent principal's salary shall not be reduced due to such transfer from the salary he or she may have received during the preceding school year.

Above paragraphs "2" and "3" apply only to principals remaining in schools where salary basis would otherwise be lowered by the effect of paragraph "1". New principals assigned to these schools are to take the basis set up in paragraph "1".

This rule is not to be retroactive in any respect prior to July 1, 1936.

Necrology

San Francisco Public Schools

WHEN the history of the San Francisco Public Schools is written, the name of Mrs. Mary Prag, commissioner of education, who died on March 17, 1935 in her eighty-ninth year, will be recognized for the vital part she played in the community as a student, a teacher, a mother, a grandmother and as an executive.

"Mary Prag was one of those superior people of an earlier generation who make us wonder if the race is deteriorating," said the San Francisco News, commenting on her passing. "Coming across the Isthmus of Panama at 4, Mrs. Prag began without a single advantage except her good brain and her good character.

Editorial Comment

"She knew poverty and struggle and she lived to see her daughter in Congress and to reap the gratitude of many generations of San Francisco school children whom she served as teacher and as administrator."

"In the heart of San Francisco, is an imperishable monument to Mary Prag, who lived so long and so usefully in our city. San Francisco will not be the same without her," said the San Francisco Call-Bulletin editorially. "The entire community is in debt to her for services on the Board of Education."

In adjourning the March 19, 1935 meeting of the Board of Education, Hon. C. Harold Caulfield, president, said:

> *"Not within the memory of any present Commissioner of Education has this Board been faced with the sad duty of halting its business in a sincere and honest tribute to a worthy woman and an honored member of the Board of Education of the City and County of San Francisco. As we stand as individuals on occasions of this kind and beat with unavailing hands at the door of the tomb, we learn to understand the value of those virtues and those elements of character that have endeared Mrs. Prag, not only to her fellow-commissioners, but to the City and County of San Francisco. The grief the Board of Education expresses this afternoon is a selfish grief. We mourn over the loss that has come to the school department and we commiserate with the citizens of San Francisco on the loss that is theirs; and, almost hesitantly, we venture to express our sympathy and to extend the hand of fellowship to those of her blood who grieve at her loss.*
>
> *"Death comes stealthily, and, sometimes, speedily; but on this occasion it seemed to withhold its hand, as if hesitating to take from a sphere of useful and earthly activity so splendid a character."*

Board Resolution

Mrs. Edwin R. Sheldon, vice-president of the Board, introduced the following resolution, which was unanimously adopted by a rising vote and concluded the meeting:

WHEREAS: Divine Providence called from this life on March seventeenth, nineteen hundred and thirty-five, Mrs. Mary Prag, Dean of the Commissioners of Education of the San Francisco Public Schools, and

WHEREAS: Mrs. Prag devoted her entire adult life to the cause of youth and education beginning as a classroom teacher in the year eighteen hundred and sixty-four and later as head of the history department at Girls High School in the year eighteen hundred and eighty-seven, and

Whereas: Mrs. Prag's high influence upon girlhood and her rich intellectual gifts were recognized in her appointment as vice-principal of Girls High School in nineteen hundred and five and in that capacity her progressive educational methods found favor throughout the San Francisco Public Schools long after her withdrawal from active service as a teacher in nineteen hundred and twenty, and

Whereas: In recognition of her service to the San Francisco Public Schools and because of the brilliant talents she has ceaselessly devoted to the cause of education, the Hon. James Rolph, Jr., some-time Mayor of the City and County of San Francisco, named Mrs. Prag as a member of the Board of Education in the year nineteen hundred and twenty-one, a position which she filled with such distinction and credit that she was renominated and reelected for successive seven year terms beginning in nineteen hundred and twenty-two and nineteen hundred and twenty-nine, and

Career of Mrs. Prag

Whereas: Mrs. Prag was possessed of a rich experience and a keen insight into the high purposes of public education to which gifts were added a power of achievement, a tenacity of purpose, a remarkable vitality, and a keen sense of humor, which were invaluable in solving the many problems which confronted the San Francisco Board of Education during her years of service, and

Whereas: Mrs. Prag devoted a life time of earnest endeavor to the welfare of the San Francisco Public Schools, both as a teacher and as an administrator, having been one of the earliest advocates of teacher rights, being foremost in the prolonged struggle to obtain an adequate tenure and retirement system through legislation,

NOW THEREFORE be it

Resolved: That the San Francisco Board of Education in regular session this day assembled lament and mourn the death of this distinguished citizen and devoted friend of youth who gave herself without thought of return to the service of the schools she loved so well, and, be it further

Resolved: That the San Francisco Board of Education express sincere sympathy to Hon. Florence Prag Kahn, and other surviving members of the family in their bereavement, and this Board approve the suggestion of Dr. Edwin A. Lee, Superintendent, that classes in all San Francisco Public Schools shall be dismissed prior to the hour of the conduct of sacred services in memory of Mrs. Prag, and further as a mark of honor to the memory of our late colleague, order that the flags on all public schools be lowered to half staff until the hour when the last rites shall have been said for our beloved associate, and be it further

Remarks by Superintendent

Resolved: That when the San Francisco Board of Education adjourn today, it do so out of respect to the memory of Mrs. Mary Prag, and further, that a copy of these resolutions be spread upon the minutes of this Board this day and that suitably engrossed copies be presented to the family of our departed Commissioner.

Superintendent Lee said:

> "It has been my privilege to know Mrs. Mary Prag only since coming to San Francisco. Nevertheless, this brief acquaintance revealed to me one of the most interesting personalities I have ever met—a brilliant intellect that had become keener as the years passed, a comprehension of local and national affairs that was extraordinary, a vitality both physical and mental which cried denial to the fact that she was an octogenarian, an experience in eductional affairs that more than covered the Biblical span of three-score-and-ten, and a memory for persons and events which made any contact with her a rare experience.

"San Francisco has lost one of its most colorful public women." His Honor, Mayor Angelo J. Rossi described Mrs. Prag as:

"A pioneer in the truest sense of the word, she saw the city of her adoption rise from an humble beginning to a city of world-wide importance. The end of a career, rich in accomplishments, found her still active in her chosen vocation, after a continuous service, extending over sixty-four years.

"Until the last, her rich intellectual gifts, keen sense of humor and remarkable vitality remained undiminished. Few, if any, public servants in our civic history labored so long or so unselfishly as this remarkable woman.

Services Extolled

Sixty-three members of the certified staff passed down the flume of time during the last two years. The beloved Richard D. Faulkner, who served as a teacher and principal over a period of 40 years, died on March 20, 1935, seven years after he retired as principal of the Horace Mann Junior High School. His successor to that principalship, Dr. Irvin C. Hatch, died on February 12, 1936 following a brief illness, just seven days after his wife, Mrs. Louise R. Hatch, a retired teacher, had passed away.

Miss Anna T. Haley, who served at Galileo High School since its beginning in 1921, and was recognized as an outstanding teacher who was an inspiration to all her associates, died on May 13, 1935.

One of the most promising of the younger teachers, Charles A. Andrews of Aptos Junior High School, died suddenly on February 7, 1935 from the effects of a respiratory ailment. He had been actively identified with the physical education department and had a fine professional attitude.

The esteem held for our associates who passed from the scene in the last biennium is written in the hearts of thousands of men and women of San Francisco who sat as children at the feet of these good teachers.

Deaths Among Retired Teachers

Deaths in Ranks

	Entered Dept.	*Retired*	*Date of Death*
Bain, Helen	1911	May 9, 1935	Aug. 30, 1935
Brignardello, Hortense	1897	Jan. 1, 1928	May 10, 1935
Crowley, Elizabeth	1878	Aug. 18, 1924	Aug. 22, 1935
Curtis, Corinna M.	1882	May 1, 1927	March 25, 1936
Donnelley, Michael P.	1910	March 1, 1933	Feb. 22, 1936
Elliot, Mary	1879	Feb. 1, 1926	May 31, 1935
Faulkner, Richard D.	1888	July 1, 1928	March 20, 1935
Gallagher, Cora	1878	July 1, 1926	Nov. 28, 1934
Gallagher, Rose C.	1889	Feb. 1, 1926	Jan. 11, 1935
Hanford, Eveline V.	1886	July 1, 1930	Aug. 15, 1935
Harrison, Eugenie	1882	Aug. 7, 1917	Apr. 16, 1936
Hatch, Louise R.	1881	Oct. 10, 1916	Feb. 5, 1936
Herndon, Anna Celia	1878	Nov. 1, 1927	Sept. 30, 1935
Kay, Dora	1891	1916	March 26, 1936
Kennedy, Josephine	1896	June 30, 1920	June 14, 1935
King, Jessie I.	1887	1915	Sept. 6, 1935
Lenahan, John A. E.	1898	July 1, 1933	Aug. 22, 1935
Lissak, Maude A.	1904	Nov. 1, 1926	July 1, 1934
McCorkell, Lizzie	1880	Aug. 1. 1924	Dec. 11, 1934
McGuire, Mary	1882	Aug. 2, 1919	Jan. 18, 1935
McHenry, John	1898	Dec. 1, 1928	May 10, 1935

Deaths Among Retired Teachers—Continued

	Entered Dept.	Retired	Date of Death
McLaughlin, Agnes M.	1877	Oct. 1, 1925	Jan. 24, 1936
Miller, Emma J.	1916	Jan. 28, 1925	Dec. 13, 1934
Mitchell, Addie J.	1877	Aug. 5, 1918	Aug. 14, 1934
Noon, Mary G.	1883	Feb. 15, 1927	May 17, 1935
O'Malley, Margaret W.	1897	July 1, 1934	Dec. 13, 1935
Prag, Mary	1864	Jan. 1, 1920	March 17, 1935
Rollins, Margaret A.	1879	Jan. 1, 1928	July 21, 1935
Scherer, Mary A.	1879	Jan. 1, 1930	Dec. 4, 1935

Deaths in Service

		Entered Dept.	Died
Andrews, Charles	Teacher—Aptos Jr. High	June 11, 1930	Feb. 7, 1935
Bain, Christine	Teacher—Francis Scott Key	July 1911	Nov. 4, 1935
Burke, Mrs. Elizabeth	Vice-Principal—Presidio	April 1892	March 28, 1936
Carlson, Florence	Teacher—Guadalupe	Jan. 26, 1926	Jan. 25, 1935
Clifford, Anna	Teacher—Roosevelt	April 1924	Dec. 23, 1934
Comerford, Alice	Teacher—Jean Parker	Dec. 31, 1917	Oct. 6, 1935
Connell, Mrs. Susie	Teacher—Shriners Hosp.	Jan. 1890	May 15, 1936
Conrado, Victoria E.	Teacher—E. R. Taylor	July 27, 1920	May 30, 1935
Dalton, Mrs. Margaret	Teacher—Americanization.	Sept. 6, 1927	Apr. 9, 1936
Devine, Clara N.	Teacher—Sanchez	Jan. 10, 1910	Aug. 19, 1934
Dowling, Alice	Teacher—Francis Scott Key	Nov. 27, 1918	Apr. 11, 1935
Grace, Catherine	Teacher—Marshall	Feb. 22, 1907	Feb. 1, 1936
Haley, Anna T.	Teacher—Galileo	Sept. 1, 1920	May 13, 1935
Hatch, Dr. Irvin C.	Principal—Horace Mann	July 1905	Feb. 12, 1936
Healy, Timothy	Teacher—Roosevelt	Jan. 13, 1920	Aug. 25, 1934
Heihman, Emily	Teacher—Starr King	Nov. 24, 1920	Aug. 10, 1935
Heller, Rose	Teacher—Glen Park	Feb. 1, 1922	Jan. 13, 1936
Hertz, Adele	Teacher—Bryant	Jan. 2, 1912	June 6, 1935
Kenfield, Coralie N.	Teacher—Evening High School of Commerce	Oct. 5, 1932	March 16, 1935
Lucey, Cecile	Teacher—Burnett	Aug. 16, 1926	June 28, 1936
Meagher, Ida May	Teacher—Balboa High	Aug. 8, 1916	Feb. 8, 1935
Offield, Lorenzo J.	Teacher—Girls High	June 21, 1921	Jan. 11, 1935
Orr, Anna C.	Principal—Farragut	June 21, 1911	Nov. 10, 1934
Pechin, Laurence	Teacher—Mission High	Sept. 7, 1915	Aug. 28, 1934
Plowman, Walter	Teacher—Polytechnic	June 3, 1924	March 20, 1936
Sexton, Mrs. Katherine	Teacher—Glen Park	Sept. 23, 1912	Nov. 22, 1934
Scott, Dr. L. M.	Teacher—Galileo High	June 28, 1921	Oct. 11, 1935
Schofield, Frank C.	Teacher—Polytechnic	Sept. 1, 1922	March 18, 1935
Shaw, Louise E.	Teacher—Portola	Aug. 19, 1924	Nov. 1, 1935
Stout, Mrs. Alice	Teacher—Balboa Evening High	Sept. 6, 1911	March 3, 1935
Street, Mrs. Helen C.	Teacher—Roosevelt	July 26, 1927	March 26, 1936
Tissier, Mrs. Marie F.	Teacher—Horace Mann	Dec. 23, 1929	March 6, 1936
Wallen, George	Teacher—Horace Mann	June 28, 1921	Sept. 16, 1935
Webb, Mattie	Teacher—Portola	Sept. 1, 1931	Nov. 25, 1935

Litigation Nearing Settlement

SAN FRANCISCO PUBLIC SCHOOLS

LITIGATION, euphoniously described in its inception as a "friendly suit" to determine the vacation pay of teachers, has been fought through the courts for 10 years, having run the whole gamut from the superior to the appellate court and back again to the lower tribunal, where it will be retried to determine the sufficiency of the "satisfaction of judgment" which was rendered in favor of the teachers.

A by-product of the original investigation in 1932 was the rerating of hundreds of teachers who were found to be on higher levels of the salary schedule than they were entitled to enjoy under the rules of the Board of Education. This involved refunds of large sums of money over a period of two years, and a grand jury investigation. Another result was the installation of a new accounting system and the employment of a full time lawyer to prepare cases for trial through the city attorney's office.

Vacation Pay Suits

The "*Withheld Vacation Pay Suits*" involve approximately 2,800 teachers in the school department.

After the District Court of Appeal, in the case of *Dupy vs. San Francisco Board of Education*, determined that the Board of Education had no legal authority to withhold the original vacation pay of any of its teachers, the Board of Education, under the direction of the court, conducted an audit in order to determine exactly amounts owed to the teachers. As a result of this audit, several hundreds of thousands of dollars were paid to the teachers involved, and satisfaction was thereupon obtained. In November 1934—after final satisfaction was entered—an order to show cause on behalf of all of the teachers involved was served upon the Board of Education, in which the Board was directed to appear before Judge J. J. Van Nostrand in the Superior Court and show cause why $500,000.00 which it is alleged should have been paid to the teachers under the vacation pay suit should not be paid to them. The order to show cause is based upon a number of affidavits stating that the original audit was not made in accordance with the court's order. and, therefore, that approximately $500,000.00 was still due and owing to them. The Board of Education contends that the audit followed the court order, and that there is nothing due and owing to the teachers in this matter. In the near future, testimony will be taken before Judge Van Nostrand bearing on the merits of this case.

189 Cases Submitted

Under the heading of "Mass Litigation", in which members of the certificated force are suing for alleged salary claims, the following litigation is pending:

(1) Rerating cases involve the action of the Board of Education in 1932 when, after a thorough investigation and audit, it determined that 400 teachers had been for various numbers of years overrated and overpaid according to the salary schedule. The Board thereupon reduced all of the teachers involved to what it considered to be a proper rating on the basis of the various salary schedule, rules and regulations pertaining to them, and requested return of the amounts that had been overpaid for 1930-31 and for 1931-32. It was determined to seek recovery for amounts overpaid for a period of two years, on the basis of the city attorney's opinion that a two-year statute of limitation period applied. In December 1934, trial was commenced before the Hon. J. I. Goodell, judge of the Superior Court, of approximately 189 of these rerating cases. The trial was continued, with various interruptions made necessary because of the need to prepare for certain phases of

the testimony, until late in January of 1936, at which time final arguments as to the law pertaining were concluded. During the course of this trial, approximately 4000 pages of transcript were taken. The court has indicated that considerable time will elapse before judgments will be rendered, as a separate opinion will be necessary in almost each one of the cases involved.

The Board of Education has on several occasions by resolution set forth that it would be its policy to treat the other teachers who were rerated and who have not brought suit in the manner finally determined by the courts.

A suit has been filed by several teachers in the San Francisco Continuation School, in which they are seeking to recover the difference between what they were paid on the continuation salary and what they allege that they should have been paid on the basis of the senior high school salary schedule. The teachers involved claim that Continuation School teachers must under the law be paid according to the same salary schedule as senior high school teachers. This case has not as yet been set for trial, but will undoubtedly be so set in the near future.

Varied Litigation

There is also on file a writ of mandate on behalf of certain teachers seeking to compel the Board of Education to pay teachers sick-leave pay during the period that they were absent for maternity. The standing rule of the Board of Education is that teachers must take a year's leave of absence for maternity without pay. The contention is made in these suits that under the state law, sick-leave pay must be given when absence is caused through maternity.

In addition to the above, there are a number of individual law-suits brought by various teachers concerning various claims, and, generally, will not involve anything more than the individual case, itself.

Personal Injury Suits.—There are a number of personal injury suits which have been filed against the Board of Education, involving injuries occurring chiefly in the gymnasium, metal work and shop work classes of the schools. Recently, judgment was obtained against the Board of Education for the sum of $15,000.00 in a case involving an injury to a girl student in a gymnasium class. Under the direction of the Board of Education, the city attorney has taken steps to appeal the case to the District Court of Appeals and the outcome of the same will undoubtedly have an important bearing on the future policy of the Board concerning various physical activities of the students.

It should be recorded that whenever any claim is made by any teacher or by any student against the Board of Education, that a thorough investigation is thereupon made by the legal committee of the Board, and, wherever it is found that the claim is a meritorious one, immediate compliance with the claim is recommended and acted upon by the Board of Education. The Board of Education has encouraged teachers wherever there is a misunderstanding as to their salary or status to come to the office of the superintendent, where the facts involved will be completely set forth and a thorough attempt made to reconcile any differences that may exist.

Many Claims Settled

Residence Rule Challenged

San Francisco Public Schools

THE year 1935 saw two attempts made, one in the courts and the other before the Board of Supervisors, to require all teachers in the school department to reside in San Francisco. in violation of an agreement entered into by the Board of Education in 1925. The attempt before the Supervisors went further than this and would have required all appointees to have been residents of San Francisco for at least one year prior to appointment.

In 1925, the Board of Education adopted a rule, still in effect, requiring all teachers who were employed then or thereafter to set up a residence in San Francisco within thirty days, excepting 308 members of the staff who then were maintaining homes in neighboring communities. By reason of deaths. resignations, and retirements, that number has since decreased to 99 and is now dropping at the rate of nearly thirty teachers per year.

1925 Rule Affirmed

The board has consistently refused to change this rule on the ground that such action would constitute a breach of faith with 99 of its oldest employees who were guaranteed the right to maintain their homes in other communities by the board rule then adopted. Despite the obvious fairness of this position, attempts to force these persons to take up residence in San Francisco are made nearly every year. Two such attempts were made in 1935. the first a law suit and the second the charter proposal considered by the Board of Supervisors.

The law suit was filed by one Frank P. Lansing and sought to have issued a summary order compelling the Board of Education to dismiss all employees living outside of San Francisco on the grounds that such residence violated a provision of the City and County Charter. The District Court of Appeals rendered the final decision in the proceeding and reiterated the well established principle of California School Law that government of the schools of the state is not a "municipal affair" but is vested in the governing boards of the various independent school districts.

Despite the clarity of this pronouncement, nevertheless. a charter amendment was introduced before the Board of Supervisors that not only would have required all teachers to reside in San Francisco but also would have prevented the hiring of anyone who had not been a resident of the city and county for at least one year.

Change Rejected

The local press was frank in describing the measure as a political maneuver and one newspaper declared it to be an attempt "to bludgeon a small and dwindling minority of San Francisco school teachers into leaving their suburban homes and moving to town."

On the day of the hearing before the supervisors there were allied against the proposal the president of the Board of Education. the superintendent of schools, a representative of the Parent Teacher Association and dozens of other spokesmen representing groups interested in public education in San Francisco. The supervisors recognized the logic of their position and determined on September 16. 1935 by a vote of 6 to 4 that the proposal should not be placed on the ballot.

The present residence rule provides:

"All teachers, all officers and employees shall become residents of the City and County of San Frnacisco within one month from and after their appointment and remain such residents during their employment; provided. however, that in case of sickness or special circumstances. the board may by resolution extend such time."

Birth Rate and School Attendance

San Francisco Public Schools

A SLIGHT decline in the birth rate over the ten-year period between 1925 and 1935, has resulted in a decrease in the number of children of elementary school age. Experts predict this condition will continue for several years, providing opportunity to eventually house all children in fireproof buildings.

San Francisco, among cities of over 100,000 population, may boast of the greatest number of modern school buildings in proportion to population, and the largest expenditure over a given period for new building construction. In the past sixteen years, taxpayers have authorized the expenditure of upwards of $20,000,000 for new schools. However, a survey shows that many children are still housed in temporary wooden bungalow classrooms, with coal stoves providing heat.

Ten-Year Comparison

San Francisco's public school construction program, now under way, is designed to provide further fireproof buildings for all children of school age, many of whom are now housed in wooden elementary school buildings, several of which are more than 50 years old. It should be remembered that when San Francisco temporarily ceased its school building program in 1930, the school population, on the basis of average daily attendance was 71,140. In 1933 the school population on the same basis had increased to 79,515, an increase of more than 8,000 pupils. There was a decline of 2,000 pupil attendance in elementary schools in the school year 1933-34, a phenomenon which will probably continue for a time, although some degree of stability should be reached by 1950. The present building program which is one of replacement and not expansion, if continued will ultimately permit all children to attend modern schools.

Many large taxpaying groups have seized upon the slight decline in attendance as a reason for suggesting contraction of facilities in the public schools without giving consideration to the fact that classes throughout the Nation have been overcrowded and buildings have been inadequate for more than forty years. Actually, end-of-the-term enrollment in 1935 shows the number of children in all San Francisco public schools to have increased by 3972 pupils when compared with the enrollment at a like period in the Fall 1926 term.

National Predictions

Turning to the birth rate in San Francisco as a factor upon which to base predictions for school enrollment, without reference to normal population increases, the records for a ten year period show 8,669 children born in 1925 against 7,123 born in 1935, a decline of 1,546. A study entitled "Enrollment Trends" was issued by the Bureau of Research in February, 1936 and concluded that "the school population of San Francisco will remain more or less constant between now and 1940 with a tendency to decline slightly."

The National Resources Committee, commenting on the nation-wide decline in birth rate in the 13 year period between 1921 and 1933, predicts that the population of the United States will become stationary in 1960, that is, the birth and death rate will offset each other.

Basing its predictions on the opinions of state planning boards, the committee named by the President of the United States to consider long term national planning also found that the "mixed grays" and "outright grays" will oust youths from controlling positions, that the number of births will have dropped drastically 25 years hence and since there will be fewer children there will be no need for so many primary schools. To counteract this the committee believes that there will be an in-

creased demand for continuing adult education forcing an increase in the number of schools for advanced learning.

Under the caption "Darling, We Are Growing Old" the San Francisco Chronicle remarked: "One interesting result will be that 25 years hence the number of persons over 60 will be twice as great as now, the number of persons in the younger age class will be correspondingly smaller. We shall be, on the whole, an older people. Some thinkers are speculating now that we shall be, therefore, a riper people and one taking a less dizzy pace. A whole world of speculation opens as to the results which will flow when America passes, as it unquestionably is on the way to do, from its state of abnormal youthfulness to a condition of maturer age. These must affect the country in all sorts of fields and ways."

Change in State Law

A basic change in the state law and not altogether a decline in attendance in the San Francisco Public Schools was responsible for a reduction of $433,650 in the state school apportionment for the school year 1935-36. The State allocation is made on the basis of each child in average daily attendance for the year. Under the old law, the state allowed emergency attendance for children who were absent from school for short periods of time on the theory that teachers were maintained for normal classes and that school districts should not be penalized for epidemics by the consequent loss of state apportionment. In the fiscal year 1934-35 there was a decline in average daily attendance of 860 in the San Francisco Public Schools, but because of the elimination of emergency attendance as formerly allowed under the state law, San Francisco received an apportionment from the state on a basis of 6,973 less units of average daily attendance. Actually, there was only a net decline of 860 pupils according to the Bureau of Educational Research. The actual average daily attendance in the San Francisco Public Schools for the last year was 66,877 pupils.

A decline in school population at any age level will ultimately result in smaller classes and therefore, improved instruction. Any attempt to maintain classes at the present high levels of 37 for elementary schools, in the face of decreased attendance will only result in depriving children of the advantage of being taught in smaller groups and will spread unemployment among the teaching profession.

Excess enrollments and large classes in San Francisco's senior public high schools have decreased the analysis and correction of written work by teachers, have left the counselling program "sadly neglected" and have put such heavy burdens on the school administration that many of the principal's proper functions are left undone.

Recommended Class Size

A study made by the deputy superintendent in charge of senior high schools in 1934 revealed that excess of class enrollments is revealed in 309 rooms in the senior high schools, in which 40 or more students are taught during a period when the maximum in secondary schools in San Francisco has been set at 33. The report does not include classes in physical education or music in which more than 50 students are accommodated. Of physical education and music the report says:

"Our music should be lifted bodily. To do this, it will probably be necessary to allow some teaching of relatively small classes while growth ensues. Teachers

San Francisco's Birthrate in Black and White, in 1925, 15.3 Births Per Thousand Population. Total Births 8,669.

of special phases of music are imperative for the development of the department. Special teachers of brass, woodwind, and string instruments are essential to its growth.

"Our physical education class loads are too great in several places. All schools should be provided with school nurses.

"We have not provided our high school teachers with many of the modern helps which would save time. Work books, remedial books, supplementary books, and mimeographed aids save much of the teacher's time and add immeasurably to the teaching. Our greatest need in this respect is the lack of proper equipment in our libraries for teaching needs. The single text book has given way to the library idea.

"Counselling is sadly neglected in our high schools. Our plan of assigning one teacher to the pupils of every half year, except in Girls High School, has broken down because of the large enrollments, many counsellors having the normal teaching load and others having from three to six hundred pupils to counsel. With such numbers, only the most superficial counselling can be done. Of course, every teacher is a counselor, but the point made here is again that the teaching assignments crowd out this important function. Pupils differ in abilities, ambitions and opportunities as they differ in finger prints. Only careful counseling will stimulate, promote and adjust pupils to their school welfare.*

Need for Counselling

"Our schools were planned and staffs were provided for 2,200 to 2,300 pupils. Excess enrollments have put such a heavy charge on the administration that many of the principal's proper functions go largely unheeded. Supervision, coordination, program making and planning may be given as examples. Our larger schools should have two deans in addition to vice-principals. The deans could then direct counselling, extra curricular activities, and care for many of the public relationships." The report adds that: "Thought should also be given to some additional courses to our high school offerings."

The complete schedule of attendance on the basis of state enrollment, end of the month enrollment and average daily attendance is as follows:

ATTENDANCE STATISTICS

As Submitted to the State Department of Education

(a) *San Francisco Enrollment

Enrollment Figures

	Year 1933-1934	1934-1935			
	Totals	Boys	Girls	Total	Difference
Senior High (Day)	17,467	9,071	8,618	17,689	222 (i)
Continuation	3,658	1,464	2,190	3,654	4 (d)
Junior High—Gr. 9-10	4,379	2,197	2,209	4,406	27 (i)
Junior High—Gr. 7-8	7,791	4,030	3,788	7,818	27 (i)
Adult Education	2,663	795	1,978	2,773	110 (i)
Day Elementary	46,199	23,161	21,673	44,834	1,365 (d)
Kindergarten	5,704	2,693	2,635	5,328	376 (d)
Evening High	18,819	10,506	8,782	19,288	469 (i)
Evening Elementary	338	.....	.....	.....	338 (d)
Parental Education and Public Speaking	344	.....	504	504	160 (i)
TOTALS	107,362	53,917	52,377	106,294	1,068 (d)

In 1935, 10.28 Births Per Thousand Population. Total Births 7,123, Decline of 1,546 When Compared With 1925.

SAN FRANCISCO PUBLIC SCHOOLS

*City of San Francisco Enrollment includes all pupils originally (or first) enrolled during a school year (July 1 to June 30) in a public school of San Francisco PLUS all pupils who may come from any private school anywhere, or from a public school outside of San Francisco during said school year. Exception: Junior and senior high schools must include in San Francisco enrollment such pupils as were enrolled in elementary schools and promoted to high schools during the fiscal year. Totals include certain pupils counted twice and must not be interpreted to mean the actual number of different pupils enrolled during the year in the system as a whole.

(b) *State Enrollment

State Enrollment

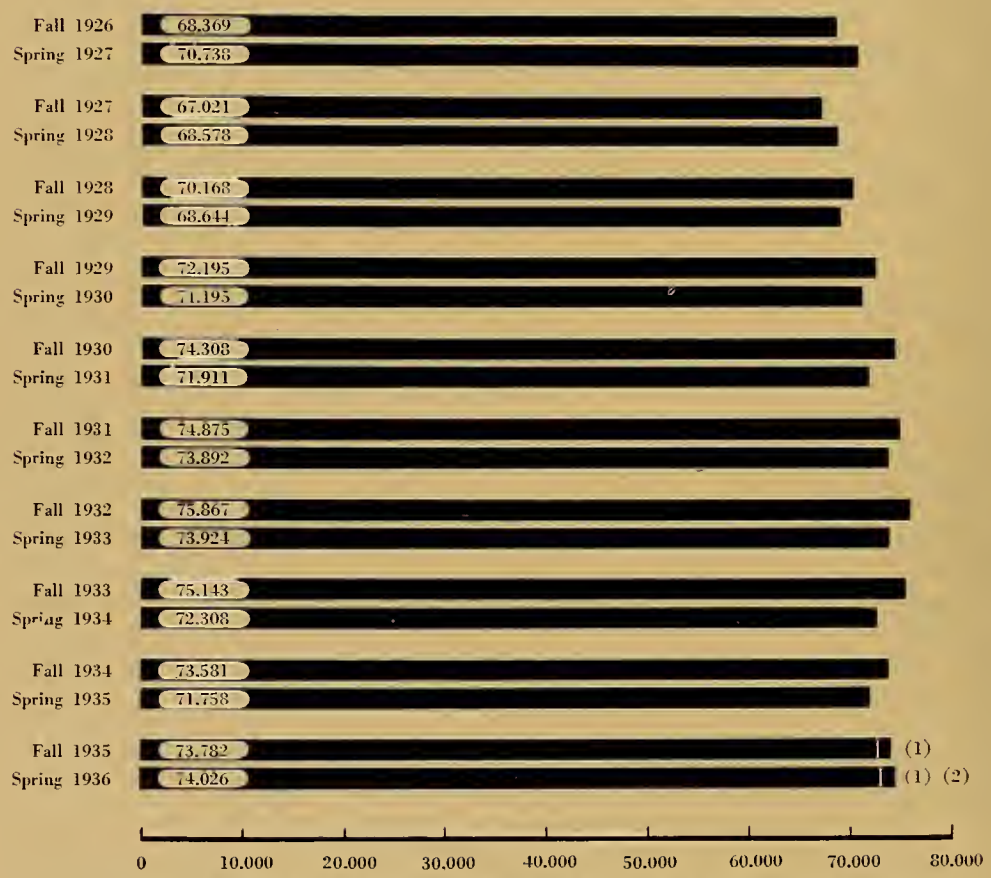
	Year 1933-1934	1934-1935			
	Totals	Boys	Girls	Total	Difference
Senior High (Day)	16,733	8,952	8,450	17,402	669 (i)
Continuation	3,619	1,455	2,179	3,634	15 (i)
Junior High—Gr. 9-10	4,275	2,156	2,147	4,303	28 (i)
Junior High—Gr. 7-8	7,654	3,890	3,655	7,545	109 (d)
Adult Education	2,663	795	1,978	2,773	110 (i)
Day Elementary	44,081	22,259	20,795	43,054	1,027 (d)
Kindergarten	5,476	2,668	2,597	5,265	211 (d)
Evening High	18,764	10,465	8,785	19,250	486 (i)
Evening Elementary	335	.....	.....	.....	335 (d)
Parental Education and Public Speaking	344	.....	504	504	160 (i)
TOTALS	103,944	52,640	51,090	103,730	214 (d)

(d) means decrease.
(i) means increase.

*State enrollment (required by the state superintendent of public instruction) divides all pupils in the state (those in kindergarten excepted) into two sections: Elementary and Secondary (high). Within each section, state enrollment excludes duplication in the state during the fiscal year. The state enrollment is less than the actual number of pupils by the number of schools in the state during the school year.

End of Terms Enrollment Over Ten-Year Period

Attendance by Years



(1) Small additional black square represents end of term enrollment in newly organized San Francisco Junior College; 1,341 for Fall 1935 term and 1,446 for Spring 1936.

(2) This bar represents the end of term enrollment at the end of the seventh month for the school year 1935-36.

State Enrollment and Average Daily Attendance for Yearly Comparison

(a) State Enrollment

Day	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35
Kindergarten	5,422	5,531	5,685	5,973	6,222	6,096	6,045	5,476	5,265
Elementary	51,813	50,062	48,516	48,337	47,295	46,571	44,752	44,081	43,054
Junior High	4,864	5,715	8,013	8,067	9,255	11,193	11,688	11,929	11,848
Senior High	11,675	12,979	13,547	14,469	15,885	15,726	16,662	16,733	17,402
Continuation	4,558	5,189	5,265	4,829	4,022	4,255	3,697	3,619	3,634
Evening									
Elementary	3,688	3,564	3,919	4,190	3,398	2,777	370	335	.....
Evening High	10,392	10,644	16,432	16,729	16,756	16,137	19,129	18,764	19,250
Adult Education	943	926	1,412	2,007	3,027	2,523	3,007*	3,007*	3,277*
TOTALS	93,355	94,610	102,789	104,601	105,860	105,278	105350	103,944	103,730

*Includes Parental Education and Public Speaking.

(b) Average Daily Attendance

Day	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35
Kindergarten	2,412	2,674	2,725	3,001	3,128	3,154	3,204	2,907	2,647
Elementary	42,457	42,566	40,891	41,417	40,296	39,619	39,180	38,242	37,298
Junior High	4,262	5,238	7,106	7,282	8,533	10,039	10,784	10,960	10,862
Senior High	10,479	11,731	11,929	12 996	14,119	14,566	15,082	15,271	15,474
Continuation*	3,064	3,236	3,314	3,236	3,500	4,000	3,716	3,555	3,348
Evening									
Elementary†	984	796	730	727	640	515	105	60	.....
Evening High§	2,480	2,453	3,140	3,147	3,330	3,477	3,557	2,708	2,796
Adult Education	51	65	75	113	140	157	151§	136§	156§
Emergency									
Attendance	.....	.....	1,230	1,302	1,871	2,302	3,736	6,820	707
TOTALS	66,189	68,759	71,140	73,221	75,557	77,829	79,515	80,659	73,288

*For comparison with State Report, divide by 4.
†For comparison with State Report, divide by 16/9ths.
§Includes Parental Education and Public Speaking.

The difference in total figures in average daily attendance in Table I-c and Table II-b is caused by the following:

Continuation school is shown as 3348 in Table II b which figure is actual average number per day attending, whereas the figure 837 in Table I-c is converted to regular day school attendance.

Evening High is shown as 2796 in Table II-b which figure is actual average evening attendance, whereas the figure 1573 in Table I-c is converted to a 240 minute day against a 135 minute evening.

(c) *Average Daily Attendance

	Year 1933-1934	Year 1934-1935	Difference
Senior High (Day)			
Actual	15,271	15,474	203 (i)
Emergency	2,405	251	2,154 (d)
TOTAL DAY HIGH	17,676	15,725	1,951 (d)
Continuation	886	837	49 (d)
Junior High, 9-10	3,947	3,937	10 (d)
Junior High 7-8	7,013	6,925	88 (d)
Adult Education	128	141	13 (i)
Elementary:			
Actual	38,242	37,298	944 (d)
Emergency	4,415	456	3,959 (d)
TOTALS	42,657	37,754	4,903 (d)
Kindergarten	2,907	2,647	260 (d)
TOTALS, DAY SCHOOLS	75,214	67,966	7,248 (d)
Evening High	1,523	1,573	50 (i)
Evening Elementary	34	.....	34 (d)
TOTALS, EVENING SCHOOLS	1,557	1,573	16 (i)
GRAND TOTALS	76,771	69,539	7,232 (d)

(d) means decrease; (i) means increase. *Average Daily Attendance is the average of the number of students present during each day of school.

COMPLETE UNIT OF NEW LAWTON ELEMENTARY SCHOOL, REPLACING WOODEN BUNGALOWS

Nine New School Buildings Completed

San Francisco Public Schools

NINE new fireproof public school buildings—five elementary, two special schools, one junior and one senior high school—costing approximately $3,000,000 have been or will be occupied during the Fall 1936 school term.

In addition there are in course of construction the shop building at George Washington High School costing approximately $219,000, a like addition to Marina Junior High costing approximately $233,808, an eight-room addition to the Aptos Junior High School to cost approximately $99,304, an auditorium at the Daniel Webster Elementary School costing approximately $40,000, and a girls' gymnasium at historic Polytechnic High School to cost $112,388.

Completion of this program will mark another step towards the realization of the building schedule of the Board of Education—a program that has resulted in the erection of 61 new fireproof schools since 1920 at a cost of approximately $25,000,000.

Washington High School

The new George Washington Senior High School is located in the northwestern section of San Francisco known as the Park-Presidio district and will represent an addition to the high school plant bringing the total number of buildings in the secondary division to eight. The structure will be an answer to the 25-year-old prayer of the residents of that district for a high school to meet the educational requirements of that area. In addition it will relieve overcrowding in other sections of the city.

The new Marina Junior High School is located in the Marina district, on the fringe of San Francisco Bay, in full view of the Golden Gate Bridge now in course of construction, and in a district where the Panama Pacific International Exposition was once held. The entire area is now covered with modern homes, on the edge of which is located the Yacht Harbor and the St. Francis Yacht Club. It represents the tenth junior high school in the city and is part of a well rounded program to realize the 6–3–3 plan of education which was set down as a basic policy by the Board of Education in 1923.

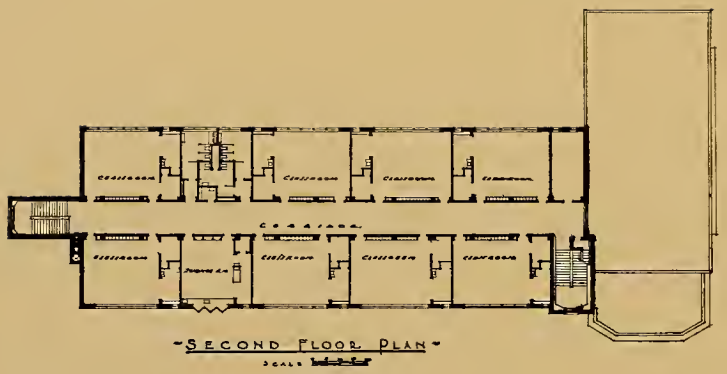
For many years classes in trade and industrial occupations have been developed through night classes at the Humboldt Evening Technical School located in the old Agassiz building, an abandoned elementary school structure erected in 1892. The new Agassiz Trade School now in course of construction in the central Mission district, represents a further development in this field in San Francisco, for it is being erected with the idea of providing day classes for pupils who desire to learn the rudiments of a trade as well as aiding adult citizens employed in industry to improve themselves in their specialized lines by night study.

Additions Under Way

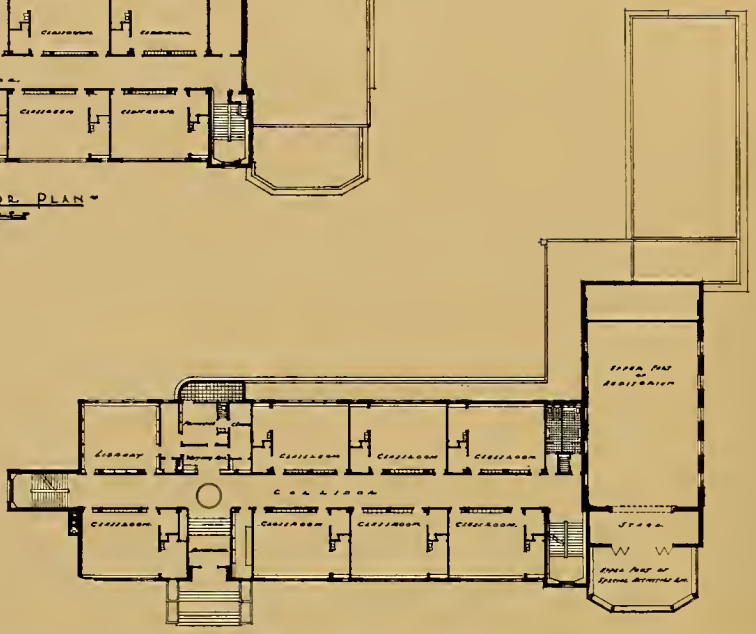
The five elementary school buildings, Francis Scott Key, Lawton, Glen Park, Visitacion Valley, and Patrick Henry, replace old wooden buildings which have been in service for many years.

The Board of Education wisely approved kindergarten and auditoriums as part of the original plans for the five elementary schools and for shops and auditoriums in the George Washington and Marina Junior High Schools. Completion of all units was delayed because of lack of funds and a desire to make academic unit replacements in every location proposed in the bond issue of 1934. However, as has been noted, erection of the shops building is already underway at George Washington High and Marina Junior High, as a result of careful financing and aid from the federal government.

All school buildings in San Francisco are erected through the means of a

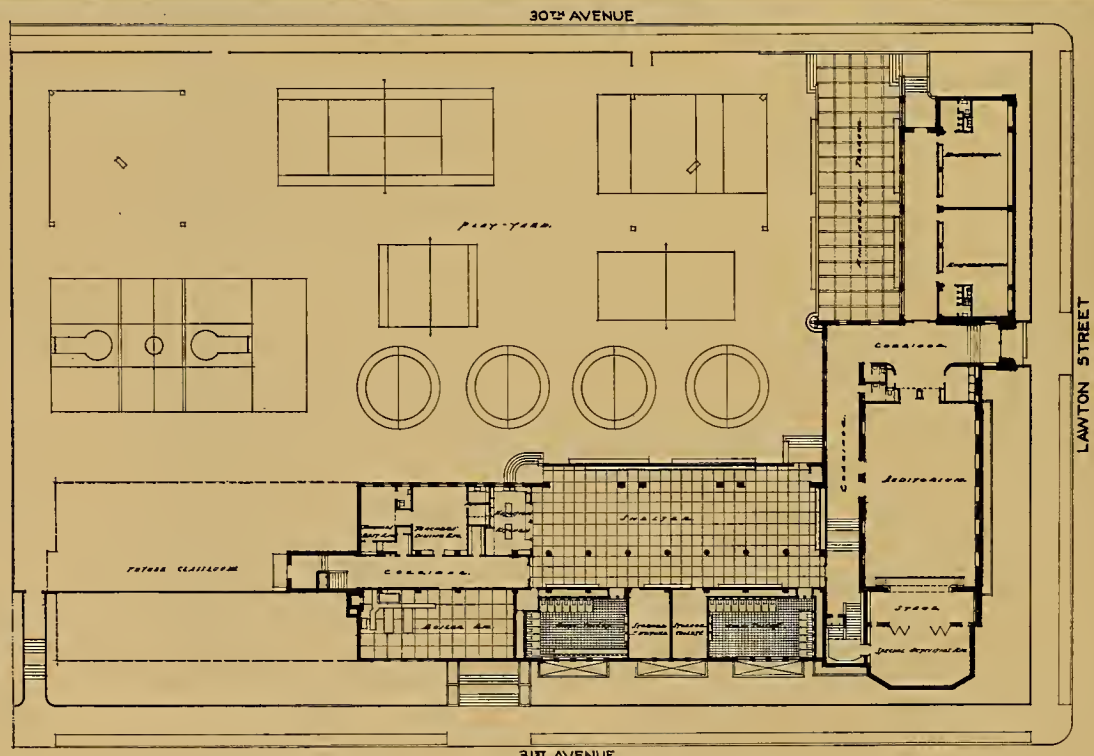


"SECOND FLOOR PLAN"



"FIRST FLOOR PLAN"

FLOOR PLANS OF NEW LAWTON ELEMENTARY SCHOOL IN SUNSET DISTRICT



"GROUND FLOOR PLAN"

cooperative agency, the Board of Public Works, the building department of the city and county. Architects for school buildings are designated through this agency.

Authority of the Board of Education, in theory, is absolute in the building, control and management of school buildings and grounds, but in practice the Board of Education authorizes the Board of Public Works to prepare plans for a "standard" elementary, junior or senior high school, as needed, listing the rooms required and the funds available for such purpose. Architects are then engaged and plans and specifications are submitted to the Board of Education for approval, through the office of the city architect, a busy official who must minister to the building needs of all departments of the city government. The procedure, through no fault of the city architect, frequently results in protracted delays.

Building Procedure

Inspection of the 1934 minutes of the Board of Education, and dated letters exchanged between the secretary of the Board of Education and the director of public works, reveal that 79 days were required between the time requests were made for the appointment of architects on the schools and the dates upon which they were actually named. The minutes show that the Board of Education met on April 9 and asked for appointment of architects on six schools. Letters were sent notifying the director of public works on April 12 transmitting the request of the Board of Education and the architects were actually appointed on June 29, a lapse of 79 calendar days.

A letter from the director of public works, dated August 17 and entitled "Procedure under bond issue," acknowledging instructions from the Board of Education to employ architects, said in part:

"At this moment the official structure for procedure has not been finally and definitely established and action of the Board of Supervisors at its meeting yesterday approved an agreement drafted by P.W.A. officials and as worked out with Controller Leavy and City Attorney John O'Toole, but no definite procedure has been established.

The schools upon which the request for appointment of architects was made were: Marina Junior High School, Visitacion Valley Elementary School, Lawton Elementary School, Glen Park Elementary School, and George Washington High School.

The situation of which the above is illustrative has been the subject of many reports beginning in 1917, when the United States Commissioner of Education reported in the Claxton Survey in part as follows:

Improvement Suggested

"The Board of Education cannot construct or repair school houses. This power is delegated to the Board of Public Works, which like the Board of Supervisors is a coordinate branch of the city government. This means, of course, that the Board of Education is not an independent body. It has neither full nor final power, nor full and final responsibility in the management and control of its public school system and of its business and educational affairs. The Board of Public Works may or may not see fit to carry out plans for the erection and repair of school buildings. In either case the power of the Board of Education to carry out its plans for the extension of the school system and for the improvement of its efficiency depends on the action of an independent coordinate body over which the Board of Education has no control.

"A study of the school systems in all parts of the country shows that for efficiency of administration and for the promotion of all the best interests of the schools, boards of education should be given full control over the educational, business and financial affairs of the school system. In other words, the board of education should be independent of all other branches of the city government; and this should be the case in San Francisco. . . . It should not only select and purchase school sites but, under the guidance of its proper technical experts, it

should plan and construct school houses and make all necessary repairs to the school plant, etc. . . .

"From the above it will be seen that the Board of Education is not required to set up a building department of its own, since all building and repair work is done outside its own organization. But it is the opinion of the committee that the present plan of school control is wrong in principle. It divides authority and responsibility in the administration of building affairs in the school department. In other cities in which this plan has been tried it has not worked satisfactorily either to the school board or to the board with whom the responsibility has been shared, but it can hardly fail sooner or later to result in friction between the two boards.

"It is, therefore, recommended that the charter be so amended as to give the Board of Education of San Francisco the full control and management of all its building affairs. Should this amendment to the charter be made, then of course the Board of Education would be obliged to create a new department to have charge of buildings and grounds under the direction of the superintendent of schools."

Authority Divided

The suggested amendment was passed with reference to buildings and grounds, but the erection of new school buildings and the repair of old ones still continues under much the same proceeding as was followed prior to 1917. The observation of the superintendent can not fail to confirm the recommendations made by the United States Commissioner of Education almost 20 years ago. There is need for closer cooperation between the Board of Public Works and the Board of Education. As it works out in practice the superintendent of schools and the Board of Education are handicapped by the lack of a technical expert on the staff—a trained architect who would act as a liaison officer between the two bodies. Such an officer would save his own salary many times over during the course of a few years. The superintendent recommends that serious study be given to the total problem of construction and repair of public school buildings.

Acknowledgment was made in the report of the superintendent for 1934 of the aid rendered by the federal government in making free grant to the San Francisco Public Schools of approximately $900,000 of the $3,000,000 expended in the erection of the nine new schools authorized in the bond issue of 1934. The superintendent desires, on behalf of the citizens of San Francisco and the Board of Education, to make further acknowledgment of $314,263 given by the federal government through the Public Works Administration for the five additional units listed—Marina and George Washington shops, an addition to Aptos Junior High School, an auditorium at Daniel Webster and the Polytechnic girls' gymnasium.

Sunshine School Under Construction

San Francisco Public Schools

GROUND was broken for the new Sunshine Health School on the new site, Florida Street between 25th and 26th Streets, on Sunday, November 10, 1935 before a group of distinguished citizens interested in the welfare of crippled children and those inclined towards ill health.

The completed building, which represents an investment of $300,000, will house the children of the Sunshine School for Crippled Children and the Buena Vista Health School, now separate buildings in the Mission district of San Francisco. The consolidation was recommended by a committee of distinguished physicians and educators appointed by the superintendent.

Consolidation Recommended

Inasmuch as the decision to consolidate these two schools was the subject of criticism, it should be recorded that the Board of Education, County Medical Society, the director of public health, and the County Grand Jury strongly supported the findings of the original committee. The report of the educational committee of the County Grand Jury to that body reviews the history of the plans for consolidation and also sets forth the objections of the protestants together with its recommendations. It is as follows:

Your committee on education met on Friday evening, May 24, and considered a complaint to the effect that the proposed consolidation of the Buena Vista Health School and the Sunshine School for Crippled Children was detrimental to the health of the two groups of children involved, and that the schools should be operated, as at present, in separate buildings. Both are public schools operated under the jurisdiction of the Board of Education.

Upon inquiry your committee learned that the proposed consolidation has been recommended by a committee of distinguished physicians and educators, that the recommendation of this committee was endorsed by Dr. Edwin A. Lee, superintendent of schools, the San Francisco Board of Education, and the Hon. J. C. Geiger, director of public health.

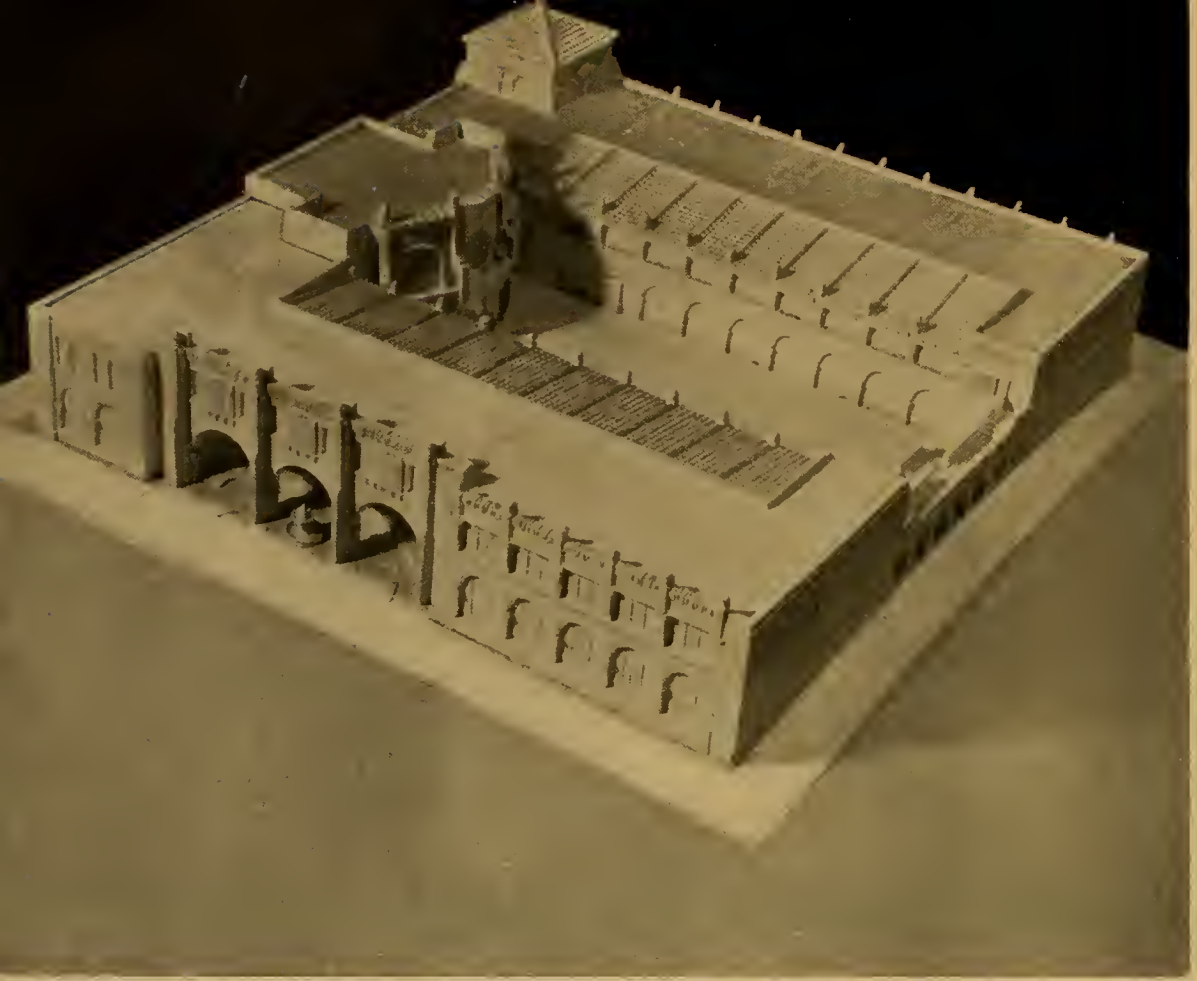
Subsequently, objection was filed by the protest committee of the Sunshine Parent Teachers Association, and 24 separate hearings were held by the Board of Education, resulting in the present decision to place the schools together. An appeal was then taken to the San Francisco County Medical Society, which body upheld the decision of the superintendent of schools and the Board of Education.

Grand Jury Report

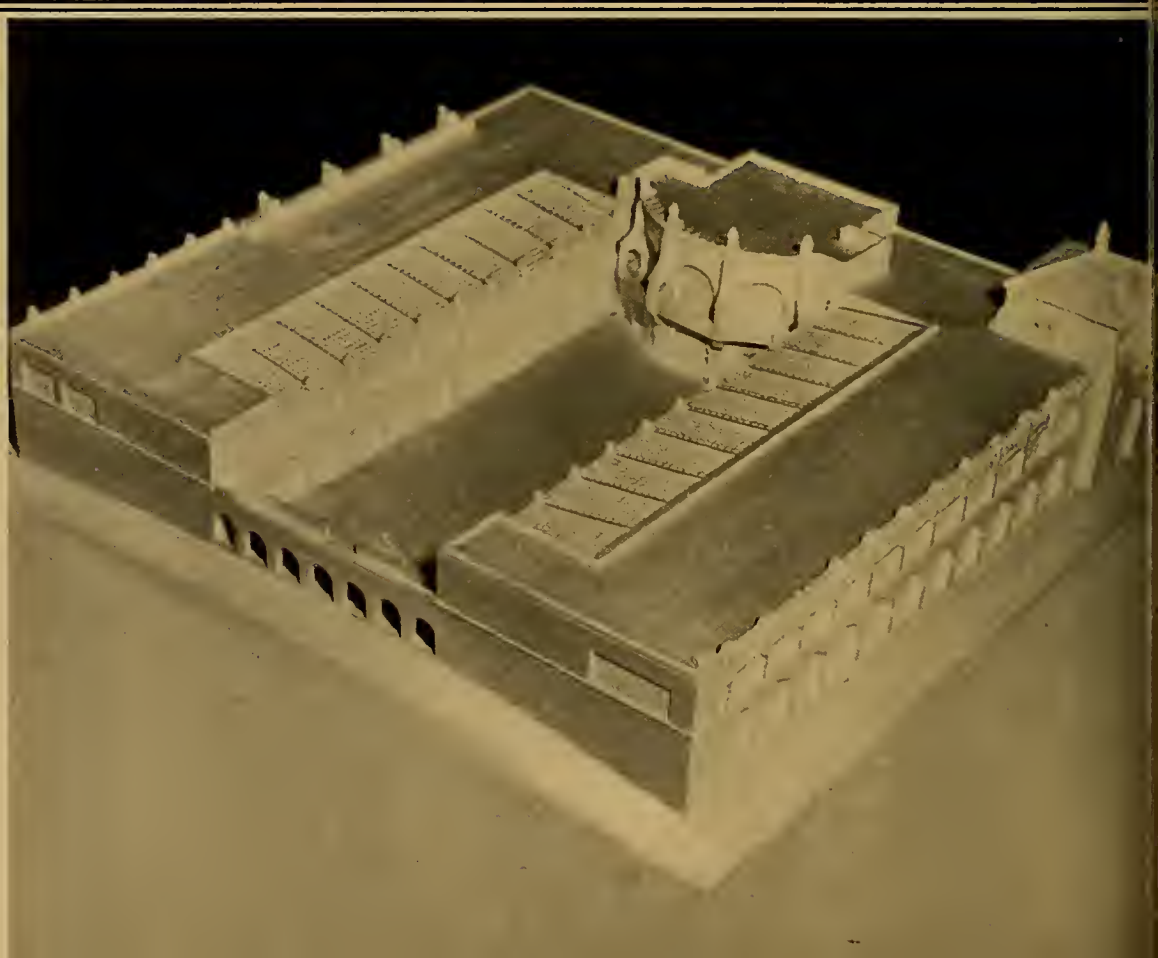
The cost of this new school, $325,000, will be paid from the proceeds of a bond issue voted in December 1933, under a Public Works Administration grant of one-third of the cost. Any review of the proceedings in this matter before the original committee appointed by Superintendent Lee, before the Board of Education, or the San Francisco County Medical Society cannot fail to disclose that extreme care has been exercised at every point to be certain that all sides were heard before a decision was reached.

Your committee desires to make it plain that the protest hearings may have had a tendency to delay the actual construction of the consolidated school, thereby jeopardizing the PWA grant of $100,000.

Hon. C. Harold Caulfield, president of the Board of Education, placed the facilities of the San Francisco Public Schools at the disposal of your



OVER-VIEWS OF NEW SUNSHINE SCHOOL . . TO BE OCCUPIED IN JANUARY 1937



committee in this investigation, including a most complete history of this project which your committee desires to submit as part of its findings, for the information of the members of the Grand Jury.

Hon. J. C. Geiger, director of public health, pointed out before your education committee that a definite fire hazard exists at the present wooden Buena Vista Health School, and that in the interests of safety for the children no further objections to this consolidation be entertained, and that the new school be completed as expeditiously as possible.

We recommend that the Board of Education proceed with the construction of the consolidated school as originally suggested by Superintendent Lee.

Respectfully submitted,

County Grand Jury.

Dr. J. Joseph Hayes,
Chairman, Education Committee.

Objection Overruled

The consolidation of the Buena Vista–Sunshine Health School was recommended by the 12-to-1 vote of a committee of distinguished physicians and educators appointed April 11, 1934 by Dr. Edwin A. Lee, superintendent of schools.

The committee was composed of:

Dr. Adelaide Brown, noted specialist in children's diseases and officer of the Public Education Society
Dr. Olga Bridgman, psychologist, University of California Hospital, San Francisco
Dr. Paul Barrett, specialist in child welfare of the San Francisco Department of Public Health
Miss Bertha E. Roberts, deputy supcrintendent in charge of elementary schools of San Francisco
Miss Louise Lombard, supervisor of atypical classes of the San Francisco Public Schools
Dr. Howard Markel, orthopedic surgeon, University of California Hospital
Miss Mollie Lahey, principal of the Buena Vista Health School
Dr. Edwin A. Lee, superintendent of San Francisco Public Schools
David P. Hardy, deputy superintendent in charge of physical properties of the San Francisco Public Schools
Mrs. Katharine Sutter, supervisor of physically handicapped of the San Francisco Public Schools
Dr. Edna Bailey, University of California
*Miss Carrie Daly, principal of the Sunshine Elementary School**
Dr. John L. Horn, professor of education, Mills College

Medical Endorsement

Subsequently the action of the committee was approved by the San Francisco Board of Education. Later, when written objections were made by a protest committee to the San Francisco County Medical Society against the proposed consolidation the society rejected the plea with the following statement:

"We have carefully considered the points of protest and have investigated the matter contained therein. We believe that the protests are without foundation and that the medical advisory committee to the Board of Education has given due consideration to the medical aspects of the consolidation."

The consolidation was offered for the two-fold purpose of giving added advantages to all groups of handicapped children, and for ultimate efficient operation.

**Miss Daly voted "No."*

although the present plan for the consolidated school does not contemplate any change in administrative setup.

The idea of a consolidated health school is no innovation. Other cities having special schools for all types of handicaps are:

St. Louis, Michel School (white children); Turner School (negroes); Cleveland, Sunbeam School; Boston (private school); Des Moines, Smouse School; Toledo, Fielbach School; Baltimore, William S. Baer School for the White Handicapped Children (700 capacity); Negro (400 capacity); Detroit, Leland School.

The new Sunshine School now under construction in San Francisco is modeled after a school in Des Moines, Iowa, which teaches the deaf, the crippled and those inclined towards ill health, all under one roof. The school was a gift to the city of Des Moines by Dr. David W. Smouse, a practicing physician and surgeon.

Early in life Dr. Smouse lost the sight of one eye, yet in spite of the physical handicap, he became one of the most skillful surgeons in the middle west. Mrs. Smouse was also, during her girlhood, so frail in health that she could not attend the public schools.

Not an Innovation

How successfully the Des Moines Health School has justified the faith of its physician donor is indicated by the following telegram received from superintendent of schools of Des Moines:

"Edwin A. Lee
Superintendent of Schools
San Francisco.

Teachers in school for physically handicapped extremely enthusiastic in favor of consolidated plan. The consolidation is economical as to transportation and overhead. Possible to run better a fuller program with educational advantages to all. Psychologically sound because handicapped child loses self pity and finds himself able to excel in some line. He also feels more truly a part of the school than when he is segregated in regular buildings. Children with different handicaps learn to help each other and often form helpful friendships. It is wise to include in such a school the defective vitality group whose members are built up and go back to normal school work as that fact sells school to public. Our experience entirely satisfactory; even parents of deaf are converted.

(Signed) *A. W. MERRILL,*
Superintendent."

Children Separated

Much has been said about the exposure of children attending the Buena Vista Health School which will occupy the second floor of the new Sunshine Building. In addition to the testimony of the medical advisory committee, the following summary was given by Mrs. Katharine Sutter, supervisor of physically handicapped children in the San Francisco Public Schools.

"The mistaken impression seems to have gone forth that crippled children attending the new Sunshine School will meet with children inclined towards ill health and underweight who attend the Buena Vista Health School. Nothing could be farther from the truth. The children of the Sunshine School will arrive daily in taxicabs and will occupy the first floor of the new building. They will enter from a separate runway far removed from the separate entrance on Florida Street, used by the children of the Buena Vista Health School, who will walk up to the second floor which they will occupy exclusively in the new building. As children of the Health School have heart ailments or other contraindications to physical exertion,

they are not permitted to exercise in playground. There is no reason why they should ever meet the pupils of the Sunshine School at all."

A health school by way of definition is an institution catering to a special group of cases which are not subjectively ill, and which cannot be judged from the medical point of view as entirely well. It is an institution dealing with children presenting signs of a diathesis or tendency to various types of disease or convalescence from a disease but not suffering as yet from any active disease itself. It is therefore a school of prevention rather than cure.

The argument has been put forth that children of the Sunshine School should not mingle with normal children because the sight of normal children distresses them and makes them aware of their handicaps. This statement does not take into account the fact that the Sunshine School is an elementary school and children are graduated from the school each year to attend junior and senior high schools.

Miss Carrie Daly, principal of the Sunshine School, has written as follows on this subject:

Objectives of School

"Our program is in general the same as that of the regular school, though modified in some instances and including special activities for many of the children.

"To preserve normal mental abilities the academic objectives are kept identical with those of the regular public schools. Many of the children who enter the school have been out of school for several years; some have never been in a school; hence the teaching really becomes an individual process, but an effort is made to group the children as soon as possible, because socialization and school adjustment are important to them. When the children find that they can keep the pace that other children have set and withstand the strain of keeping up, both physically and mentally, with a large group of normal children they react quickly to the atmosphere of the school and become happy and contented. Twenty-four pupils in 1930 have graduated from Sunshine School since it opened."

It will therefore be seen that the Sunshine is a stepping stone to regular junior or senior high school. The Buena Vista Health School objective is identical.

It should be remembered that San Francisco is one of the few cities in the United States offering special educational facilities to the less fortunate children—those whose bodies are crippled, and those whose weak bodies must absorb the health giving rays of the sun. The former are cared for in the Sunshine School, which came into existence through the philanthropy of the San Francisco Rotary Club and which was taken over by the San Francisco Board of Education in January 1926. The children whose bodies are traps for the hundreds of diseases easily thrown off by normal persons are cared for in the Buena Vista School, where effort is made to strengthen their frail frames and every precaution is taken to protect them from the dangers of disease present everywhere.

Growth of Sunshine School

The first enrollment of the Sunshine School was five pupils. This number slowly grew until January 1926, when it was 21. During the past 10 years growth has been rapid. until last year the average daily attendance was 114. Total cost of operation of the school in 1934-35 was $29,718.61.

Quarters for this institution are pitifully inadequate, however. The children are housed in small wood frame buildings, built in 1930 at a cost of only $13,474.56. less than half of the present yearly cost of operation.

The same condition. but to an even greater degree, prevails at Buena Vista Health School. This institution. which last year had an average daily attendance of

120, is located in an old wooden frame elementary school building constructed in 1880 at a cost of $30,067.51. This school was established in 1915 and now has a yearly operating expense of $23,521.57.

None of the children attending the Buena Vista Health School has any active disease, as is verified by the fact that each child enters the school only after a thorough examination and recommendation from a practicing physician or a clinical physician.

It becomes necessary, therefore, to keep the school free from communicable disease.

The children of the Buena Vista Health School are not permitted or required to play or exercise in the school yard during school hours. Therefore, the yard, as set out in the plans for the consolidated school, is for the exclusive use of the children attending the Sunshine School.

Good Health a Prerequisite

The inadequate facilities for conducting these two important phases of public school work led to a clamor on the part of the public for construction of a suitable building. Provision was made in a $3,000,000 bond issue voted by the people of San Francisco in December 1933 to provide adequate quarters for the children of the Sunshine School and Buena Vista School.

After months of investigation, the San Francisco Board of Education, on September 4, 1934, selected the site of the old Columbia School destroyed by fire many years ago at 25th and Florida Streets for a two-story building housing the two schools. Plans were prepared by Architect Martin Rist.

The new Sunshine School Building will occupy the entire area of a lot 200 by 195 feet. The school with all its modern devices will represent a distinct economy in operation, for both schools will now be housed under one roof; the Sunshine School for those physically handicapped being moved from its present location at Dolores and Dorland Streets to occupy the first floor, and the Buena Vista Health School, for those inclined toward ill health, will be moved from Eighteenth and Bryant Streets to occupy the second floor. Each group has its own separate entrance at each street frontage.

Niceties of Arrangement

One of the many niceties of the architectural arrangement is the continuous covered arcade and unloading platform for automobile delivery of the students to the school. This platform is raised to the same level as the floor of an automobile for the easy handling of the children. During rainy and inclement weather the driveway is protected by a covered arched arcade entrance which is formed by the overhang of the second floor. Other features of the new building include a small bathing pool for the exercise of paralyzed limbs and other members for children recovering from infantile paralysis, a corrective exercise room fully equipped from a pediatric standpoint to aid crippled or deformed children. Restrooms are provided for these children on the first floor, having a full southern exposure for sunlight. These rooms are to be equipped with steel sash doors which will fold back, allowing for full open-air rest areas. On the second floor off each classroom there are provided full length disappearing sliding steel frames upon which are mounted folding cots. These are used during rest periods and disappear within the partitions between classrooms when not in use. This rest and recreation deck, on the second floor, is a completely covered special glass enclosure overlooking the entire patio. The glass will allow the actinic rays of the sun to filter through while the children are enjoying their rest periods. Directly below the glass roof awnings will be provided for protection against a too strong sun.

Field Act Revision Needed

San Francisco Public Schools

THE Board of Education expended $1,200,000 for the repair or rebuilding of 16 steel frame and brick construction school buildings during the years 1934 and 1935 to bring these schools within the minimum structural requirements of the Field Act of the 1933 California Legislature. A seventeenth building, the Daniel Webster Elementary School auditorium, was razed and is being reconstructed and the eighteenth building declared unsafe is not occupied as a school at present.

Because of the traditional foresight of the Board of Education in setting aside a fund for reserve purposes, $500,000 was made available immediately and repairs were ordered started in December 1933. An additional $500,000 for repair and reconstruction was made available in the 1934-35 school budget. Insurance supplied $247,600 and the balance came from the 1935-36 school budget, excepting $46,039 which came from the P.W.A. Bond Fund.

Reserve Available

Difficulties were encountered by engineers and architects in obtaining a working interpretation of the new law, but despite this condition 15 of the 18 buildings ordered closed were reopened within a year. Principal alterations required were the stiffening of the steel frames by the introduction of diagonal members or by welding in gusset plates at connections and the securing of exterior brick and terra cotta walls to the steel columns and girders. Vertical reinforced concrete walls were also constructed through the buildings to further stiffen them and concrete substituted for hollow tile curtain walls wherever found. Fires of major proportions broke out while repairs were being made to Lowell and Girls High Schools and protracted reconstruction delays resulted.

The act and its mandatory provisions are discussed in detail in the previous report of the superintendent to which students of the subject are referred. Its effect was to throw upon California communities the immediate burden of heavy expenditures and the summary closing of schools immediately after inspectors found that structures did not meet the minimum requirements of the new law. The fact that the buildings closed were erected according to the provisions of the building laws, local and state, in effect at the date of original construction granted no immunity. The law was hurried through the legislature in session at the time of a disastrous earthquake on March 10, 1933 at Long Beach, California, which resulted in considerable damage to school property, although, fortunately, there was no loss of life because the temblor occurred after school hours.

First City to Comply

Inasmuch as San Francisco is the first large city in California to comply with the provisions of this new law, it is timely to discuss its workability, based upon the experience of architects, engineers, contractors, and school officials.

Considerable criticism has been directed at the Board of Education for time required to repair a building closed under the Field Law—the Lowell High School, a three-story steel frame structure of brick exterior and wooden joist construction. The building was erected in 1912 at a cost of $346,703.59.

The building was ordered closed on December 15, 1933 upon the findings of a staff of competent engineers appointed to examine San Francisco schools after the passage of the act. Apart from the primary consideration that safety is the first factor in the education of a child, members of the Board of Education incur a heavy personal liability under the provisions of the Field Act if they fail to close a school summarily as soon as it is reported below the minimum provisions set by the law.

Lowell High School students attended minimum day sessions in the Galileo

High School Building, about three miles distant from the Lowell Building, from January 1934 to July 1935 and were then transferred to Polytechnic High School for the Fall 1935 term, attending classes from noon until 5:00 o'clock while the home schools were conducted during the morning hours beginning at 7:30 o'clock.

It was not until July 2, 1934, more than six months after the Lowell Building was closed, that a contract was let by the Board of Public Works, general contractor for the Board of Education, for reconstruction of the building in accordance with the Field Act. Much of the intervening delay may be attributed to difficulties encountered by architects and engineers in obtaining from the State Bureau of Architecture permission to proceed on the basis of the plans submitted and resubmitted.

Actual working provisions of the Field Act were promulgated by the State Bureau of Architecture as to the minimum requirements. Architects and engineers and other experts identified with the Lowell proceeding agree that much of the early delay was occasioned by the indefiniteness of the new law and the failure of state authorities to announce regulations that could be understood by experts in this field.

Delay at State Office

The condition was clarified to some extent by the issuance of "Appendix A", a supplementary order from the State Department which gave architects and engineers a little less vague idea of just what was expected by the state.

The Lowell repairs were started on July 15, 1934 and were scheduled to be completed on October 2, 1934. Delays encountered caused the contractor to petition for an extension of 45 days, which was granted by the Board of Public Works. On the night of November 1, 1934, when the building was nearing completion, a disastrous fire broke out which set in motion a series of events which kept the building under the control of contractors until January 6, 1936.

Fire terminated the contract, counsel for the Board of Public Works ruled.

A legal situation ensued over the rights of the insurance companies, the interests of the Board of Education and of the original contractor, as to indemnity for loss, with repeated threats to carry the disagreement to litigation. It was not until March 1935 that this matter was finally adjudicated. Then a new contract was prepared and the building was repaired and reoccupied on January 6, 1936.

Analysis of the delay shows that of the 24 months the building was closed 14 were lost due either to delay in approving plans in the State Bureau of Architecture, in preparing plans or in attempting to have plans approved for construction, or in watching insurance adjusters quibble.

Lowell High Repairs

The approximate cost of repairing the Lowell Building to bring it within the requirements of the new Field Law was $270,000. Any comparison with the original cost of the building in 1912, $346,703.59, must take into consideration the rise of almost 50 per cent in building costs. Replacement cost of the Lowell Building at present day values would be approximately $500,000. In effect the cost of repair was about half of the cost of building a new structure.

On the total cost of repair approximately 10 per cent, or $26,863, was paid to architects and engineers, in addition to building inspectors' fees and final testing to meet requirements of the state law.

It is admitted that the Lowell High School presents an aggravated case, as the cost of repairing the remaining 15 schools closed was only $930,000, or an average cost of $62,000 per school.

Seismological experts recognize that the intensity of an earthquake and the character of the ground upon which the foundations of schools are laid determine the damage which may be anticipated. In San Francisco, located in an earthquake area, it has been learned through experience that buildings located on hills or upon a rocky ground are seldom disturbed by earthquakes. The San Francisco earthquake of 1906 revealed that where buildings were erected on solid ground no damage

resulted. But where structures were built on soil which was filled over marsh lands or subterranean waterways buildings were damaged.

The ground upon which a school rests is not taken into consideration in any phase of the state laws, and it is recognized by seismologists and contractors alike to be one basic factor in determining the safety of a building.

A practical demonstration resulted from the experience encountered in attempting to obtain a permit from the State Bureau of Architecture for the repair of the Fremont Elementary School, a three-story wooden structure which was damaged by fire in March 1933. The state immediately insisted that the reconstruction plans as prepared by an architect be filed to meet the earthquake resistant requirements of the Field Act. A check of the history of this wooden building showed that it passed through the earthquake of 1906 without the slightest damage in one of the most severe temblors ever known. On these representations the minimum requirements of the act were waived and the permit issued.

Fremont School Repairs

If the same corrective logic were followed in other San Francisco situations, the earthquake damage record of each neighborhood would be seriously considered in recommending school buildings for repair. On this basis only two San Francisco schools, John Swett and Girls High, would have fallen within the purview of the state law. Both buildings are erected in valley land or upon "made" ground. Both have been repaired to conform with every provision of the Field Act. The actual worth of the law will be tested in the resistant strength of these buildings should San Francisco ever again be visited by a severe temblor.

The most cursory review of the experiences of San Francisco with the operation of the Field Act through the State Division of Architecture will reveal that the law, through its drastic mandatory provisions, imposes hardships on local communities that were not intended by the framers of the act.

Prior to the inspection of San Francisco School buildings made after passage of the Field Act of 1933, the buildings in question had been approved by competent engineers upon many occasions. At the time the buildings were erected, between 1908 and 1919, in accordance with law, they were designed, constructed, and inspected during construction under the jurisdiction of the Board of Public Works.

The San Francisco Board of Education took additional safety precautions immediately after the Santa Barbara earthquake of June 29, 1925, and employed a staff of competent engineers through the Board of Public Works to visit that city for the purpose of inspecting buildings, damaged and undamaged, to determine if the San Francisco Public School buildings might be strengthened in any manner to bring the structures to a higher standard of safety.

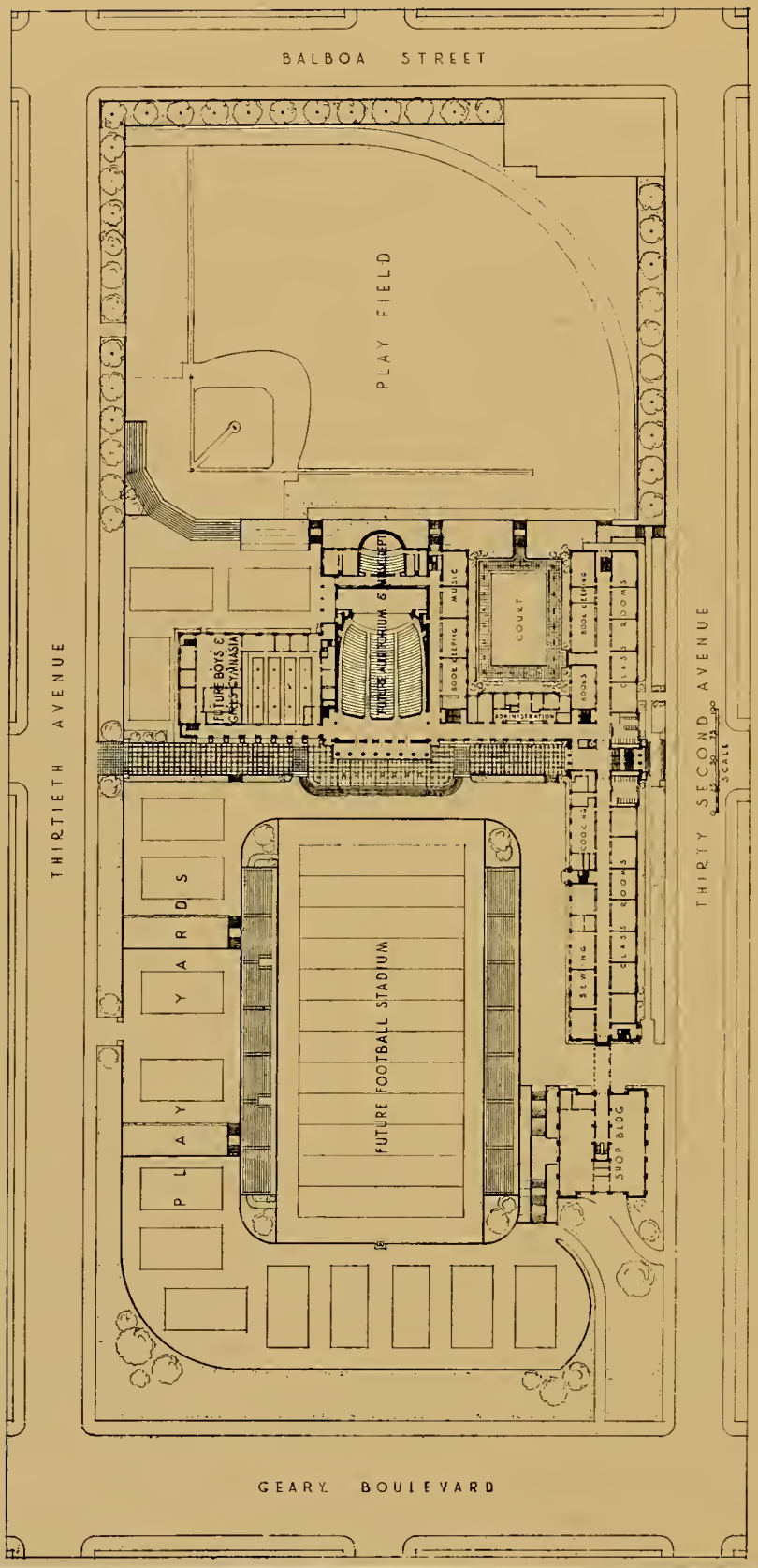
Safety Precautions

The report of the engineers upon their return at that time from Santa Barbara was in part as follows:

"We see no reason for changing the present methods of design for the San Francisco schools. We are confident that the reinforced concrete schools we have designed during the last 10 years would have given an excellent account of themselves if they had been in the Santa Barbara earthquake. Damage? Yes, but nothing to endanger life or offer any difficulties in repair."

The state superintendent of public instruction, taking cognizance of the drastic provisions of the Field Act, said the requirements were so stringent as to invite exploitation.

In the interests of safety of the children and economy to the taxpayers as well, the foregoing views should be given consideration to the end that the mandatory provisions of the Field Law, as interpreted by the State Bureau of Architecture, be modified to make it more flexible and to remedy defects pointed out by persons both in and out of the engineering professions.



PLANS OF COMPLETE PROJECT, GEORGE WASHINGTON HIGH SCHOOL

Income and Expenditures Analyzed

EXPANSION of the educational plant in San Francisco by the opening of two new schools and a junior college, complete restoration of salary reductions originally made in 1932, restoration of annual increments for the school year 1936-37 and an increase in capital outlays, have resulted in additional educational expenditures of $598,811.97 over a period of three school years.

A review of expenditures and budgets over a three-year period, projecting into the next, 1936-37, school year, through budget estimates shows:

Expenditures for Operation and Maintenance, 1934-35	$9,180,913.03
Budget for Operation and Maintenance, 1935-36	9,492,095.00
Tentative Budget for Operation and Maintenance, 1936-37	9,789,725.00

Salaries Restored

The principal item of increase, representing approximately 80 per cent of the added costs, was brought about by the restoration of teachers' salaries to the 1931 base. Opening of the San Francisco Junior College called for an outlay of $210,500 during the first year. An offset to this charge during the second year will be state apportionments for average daily attendance, together with approximately $90,000 annually saved in tuition previously paid to other counties, thereby reducing the local cost of junior college operation to an estimated minimum of $50,000 annually.

Restoration of salaries to the 1930 level and the corresponding effect on contributions made by the Board of Education to the San Francisco Retirement Fund represents an increase of $950,000 spread over a period of two years.

Cost of new teaching personnel at George Washington and Marina Junior High Schools is represented by a 1936-37 budget item of $124,751. This increase is partly compensated by reductions in the teaching forces of elementary schools.

School districts in other localities desiring to reduce the San Francisco Public Schools budget to a comparable base should add $2,267,539.41 for bond interest and redemption when comparing it to a budget that includes capital outlays for new school buildings.

Sources of Income

During the fiscal year 1934-1935 the INCOME of the Board of Education from all sources was $13,587,066.02. Of this amount, $5,040,899.27 was received from the State of California on the basis of average daily attendance in the elementary, junior and senior high schools of the city; $104,352.71 was represented by income from properties owned by the Board of Education; $96,802.17 was received from the Board of Health as an inter-departmental payment against health service rendered in the schools; $8,296.22 was remitted to the San Francisco Public Schools by the Federal Government as a payment for instruction under the Smith-Hughes Act; $29,440.00 was received from the sale of lands; $247,597.90 was received from fire insurance; $3,000,083.40 was received from the sale of bonds; and $2.215.70 was derived from other sources. The balance of the income, $5,057,378.56, was received from the City and County of San Francisco.

The income for the purposes of expenditure was divided as follows: $4,849,107.17 was provided for capital outlays and debt service; $8,737,958.85 was provided for current expenses of school maintenance.

Actual expenditures for maintenance and operation of the schools totaled $9,180,913.03. The major item of expense in this subdivision was $6,812,204.24 expended for principals', teachers', supervisors' and janitors' salaries. Other items included:

General Supplies	$ 393,341.47
Upkeep of School Buildings	1,061,284.68
Cost of Administration	258,823.83
Other expenses—health service, junior college tuition, contributions to Retirement System, rents, insurance, etc.	655,258.81

The total expenditure for teachers' salaries alone during 1934-1935 was $6,260,189.13—an increase of $298,533.52, due to a partial return of the salary cuts which were in effect during 1933-1934.

The total amount actually expended for land, buildings and equipment was $569,495.27, which was divided as follows:

Cost of Land for School Sites	$ 55,903.31
Construction of Buildings	485,248.92
Purchase of Equipment	28,343.04

Lands and Buildings

The San Francisco Public Schools had outstanding at the close of the fiscal year 1934-1935 a bonded debt of $14,389,000.00, comprising the unpaid balance on the bond issues of 1908, 1910, 1918, 1923 and 1934.

These balances were as follows:

Issue of 1908	$ 802,000.00
Issue of 1910	50,000.00
Issue of 1918	1,226,000.00
Issue of 1923	9,611,000.00
Issue of 1934	2,700,000.00
Total	$14,389,000.00

The total bond debt was reduced by $1,732,539.41 during the year, this amount paying $740,539.41 interest and $992.000.00 on the principal of the outstanding debt.

The conservative value of San Francisco public school buildings—land and equipment—is estimated at $38,151,721.30 based upon actual costs. Included in the inventory of property, however, are many valuable parcels of land which were obtained by the city by claim or gift in the early years of the municipality.

The bonded indebtedness of the City and County of San Francisco as of June 30, 1935 was $173,082,700.00. of which school bonds accounted for $14,389,000.00. The proportionately small ratio of the debt of the public schools to the general debt of the municipality is accounted for by the fact that in recent years the Board of Education has been proceeding under the "pay-as-you-go" plan of school building. Under this plan there were provided the following sums for building purposes, exclusive of repairs:

Value of Properties

1927–1928	$1,700,000.00	1932–1933	None
1928–1929	1,700,000.00	1933–1934	$ 500,000.00
1929–1930	1,700,000.00	1934–1935	500,000.00
1930–1931	1,550,000.00	1935–1936	975,000.00
1931–1932	205,467.68		

(a) The following condensed interpretation of expenditures during the year 1934-35 is designed to answer specific questions:

1. The following number of schools fell under the jurisdiction of the Board of Education at the close of the year 1934-35:

Kindergartens	72	Continuation	1
Elementary (day)	82	*High (evening)	5
Junior High	9		
High (day)	7	Total	176

* Located in building used for schood purposes in the day time.

2. The total of the average daily attendance (which means the average number of pupils who are present each day in the public schools for the year) for both day and evening pupils, including kindergarten pupils, was as follows:

	1934-1935	1933-1934	1932-1933	1931-1932
Day	69,785	71,070	72,118	71,505
Evening	2,796	2,769	3,662	3,993
Total	72,581	73,839	75,780	75,498

3. The total of the annual state enrollment (which means the number of pupils in attendance in the public schools of San Francisco not previously attending during the year any other public school in the state) for both day and evening pupils, including kindergarten pupils, was as follows:

	1934-1935	1933-1934	1932-1933	1931-1932
Day	84,480	84,845	86,831	85,796
Evening	19,250	19,099	19,499	18,899
Total	103,730	103,944	106,330	104,695

Average Attendance

4. Pupils actually in attendance in all of the public schools of San Francisco on the basis of an end-of-the-month statement of enrollment (as of May 24, 1935), including both day and evening schools, were as follows:

	Day Pupils	Evening Pupils	Total
Kindergarten	3,090		3,090
Elementary	39,680		39,680
Junior High	11,516		11,516
High	16,269	6,946	23,215
Continuation	2,073		2,073
Adult Education	2,360		2,360
	74,988	6,946	81,934

5. The number of teaching positions in the public schools as of December 31 was as follows:

Kindergarten	91
Elementary	1,380
Junior High	399
High (day)	642
Continuation	45
High (evening)	233
In Administrative Offices	10
Total	2,800

6. The aggregate income of the Board of Education in 1934-1935, derived from all sources, was $13,587,066.02.

Teaching Positions

7. Of this amount, $4,849,107.17 was provided for capital outlays and debt service.
8. The amount provided for current expenses of school maintenance was $8,737,958.85.
9. Sources of this income for school maintenance was provided as follows: Out of every dollar received by the Board of Education, about .3816 was provided by the San Francisco taxpayers, about .5774 was provided by the State of California, and about .0410 by rentals, etc.
10. Of this income for school maintenance and operation, $3,334,596.96 was received from the City of San Francisco.
11. The State of California provided $5,045,047.38.
12. A total of $11,482,947.71 was spent for public school purposes in San Francisco during the year 1934-1935, including maintenance and operation of schools, purchase of land for school sites, construction of buildings, purchase of equipment, interest on bonds and redemption of bonds.

13. The cost of maintenance and operation of the public schools, excluding purchase of land for school sites, construction of buildings, purchase of equipment, bond interest and bond redemption, was $9.180,913.03.

14. Specific items included in these expenditures for maintenance and operation were as follows:

(a) Principals', teachers', supervisors' and janitors' salaries	$6,812,204.24
(b) General supplies, such as text books, pens, pencils, fuel, water, lights, etc.	393,341.47
(c) Cost of upkeep of school buildings, covering maintenance of grounds, buildings and equipment in good order	1,061,284.68
(d) Cost of administration of the Superintendent's Office, the business department, and other operating agencies of the Board	258,823.83
(e) Other expenses, including health service, attendance officers, transportation of children, junior college tuition, contributions to Retirement System, rents, insurance, etc.	655,258.81
	$9,180,913.03

Cost of Operation

15. The total expenditures for teachers' salaries alone in 1934-1935 was $6,260,189.13.

16. This figure was an increase of $298,533.52, compared with the total expenditure for teachers' salaries alone in the year previous, $5,961,655.61.

17. The total capital outlays (money actually paid) for lands, buildings and equipment for the year were $569,495.27.

18. Specific items included in the total of capital outlays were:

Purchase of Land for School Sites	$ 55,903.31
Construction of Buildings	485,248.92
Purchase of Equipment	28,343.04
Total	$569,495.27

19. The estimated value, based on the actual cost of all lands, buildings and equipment owned by the public schools at the close of the year, was:

Lands	$ 8,536,726.29
Buildings	27,113,525.43
Equipment	2,501,469.58
Total	$38,151,721.30

20. The total of the bonded indebtedness outstanding against these lands and buildings as of June 30, 1935, was $14,389,000.00.

21. The cost for school bond interest and school bond redemption during the year was:

Bonded Debt

Bond Interest	$ 740,539.41
Bond Redemption	992,000.00
Total	$1,732,539.41

22. The grand city total tax rate per $100.00 for schools (exclusive of redemption of bonds) for 1934-1935 was $.409934.

23. The total city tax rate for 1934-1935 was $3.453688.

24. The total assessment roll upon which local taxes were levied for 1934-1935 was $1,362,107,704.00.

25. The cost per unit of average daily attendance, exclusive of capital outlays, to educate an elementary day school pupil in 1934-1935, excluding special schools and classes, but including kindergarten, was $118.81.

26. On the same basis of computation, how did this figure compare with the cost of educating an elementary day school pupil in the school year previous? The cost was increased by $12.46 per pupil.

27. The cost per unit of average daily attendance to educate a junior high school pupil in 1934-1935, excluding capital outlays, was $127.71.
28. On the same basis of computation, how does this figure compare with the cost of educating a junior high school pupil in the year previous? The cost was increased by $10.85 per pupil.
29. The cost per unit of average daily attendance to educate a high school day pupil in 1934-1935, excluding capital outlay, was $158.61.
30. On the same basis of computation, how does this cost compare with the cost of educating a high school day pupil in the year previous? The cost was increased by $21.86 per pupil.
31. With reference to crippled children who are taught in the Sunshine School, in the several hospitals and in their homes by visiting teachers, the cost to take care of each of these pupils for the year was $237.69.
32. Similarly—deaf children, $464.31.
33. Similarly—children in the Ungraded School, $377.80.
34. Similarly—physically handicapped children in other special schools and classes (Buena Vista and Diagnostic Class), $228.56.

Unit Costs

35. The cost of the service rendered in the public schools by trained nurses and physicians under the Board of Health was $96,802.17.
36. The population of San Francisco according to the census of 1930 was 634,394.
37. The per capita cost of public education in San Francisco for the year 1934-1935 on the basis of the city's contribution was as follows:

Maintenance	$6.47
Capital outlay and debt service	2.87

38. Taking every current expense dollar spent on education of a public school pupil, this dollar is divided as follows:

Administration	$ .028
Instruction	.714
Auxiliary agencies and coordinate activities	.026
Operation	.071
Fixed Charges	.045
Maintenance	.116
	$1.000
Per cent of current expense dollar devoted to instruction	71.4%

Division of Costs

(b) A Five-Year Statistical Comparison:

	1929-1930	1934-1935
Tax Rate	$ 3.94	$ 3.453688
Assessed Valuation	1,708,378,651.00*	1,141,831,459.00*
Total School Expenditures	12,392,292.38	11,482,947.71
Value of School Property	34,113,768.11	38,151,721.30
Number of Teachers	2,837	2,800
Total Average Daily Attendance—net:		
Elementary School Classes	50,790**	39,945§
High School Classes	18,309	28,887¶
Total State Enrollment—		
Elementary School Classes	63,748	48,319
High School Classes	40,853	55,411
Total City Enrollment	92,271	106,294

* As of March 1929 and March 1935.
** Does not include 1,302 units of emergency A.D.A.
§ Does not include 251 units of emergency A.D.A.
¶ Docs not include 456 units of emergency A.D.A.

School Tax Rate Compared With Total Tax Rate

Showing Percentages for Various Years

Tax Rate Comparison

	City Tax Rate	Tax Rate for Common School Fund	Tax Rate for Special School Tax	Tax Rate for School Bond Interest	Tax Rate for School Bond Redemption	Percentage of Tax Rate Allocated to Schools for all Purposes
1919-1920	$3.08	$ .385	$ .053	$ .04205	$ .05365	.173279
1920-1921	3.18	.513	.12144	.04657	.05583	.23171
1921-1922	3.47	.3625	.2825	.037876	.037604	.207631
1922-1923	3.47	.5393	.15	.04639	.06661	.23121
1923-1924	3.47	.5352	.0778	.047025	.057775	.206859
1924-1925	3.47	.5718	.0368	.051496	.036514	.200752
1925-1926	4.13	.7416	.15	.083833	.050667	.24845
1926-1927	3.66	.70443	.13	.053177	.026362	.249718
1927-1928	3.80	.706149	.28114	.085386	.087074	.305197
1928-1929	3.96	.808258	.262996	.097037	.088781	.317442
1929-1930	3.94	.79136	.2545	.090879	.080980	.309066
1930-1931	4.04	.833823	.234845	.088132	.083026	.306888
1931-1932	4.04	.912432	.052811	.082996	.085625	.280659
1932-1933	3.96	.846772	.045045	.084114	.086564	.268307
1933-1934	3.48	.377301	.133765	.085696	.094442	.198622
1934-1935	3.453688	.334447	.075487	.106467	.136292	.188984

Aggregate Cost of San Francisco Public Schools

For Fiscal Year 1934-1935

Aggregate Costs

1. Operating only			$ 9,180,913.03
2. (a) Capital outlay, including (b) bond interest and (c) Bond redemption:			
(a)	$ 569,495.27		
(b)	740,539.41		
(c)	992,000.00		2,302,034.68
			$11,482,947.71
Amount of the several items in the annual receipts for the public schools			$13,587,066.02
Present amount invested in buildings, lands and equipment:			
Buildings	$27,113,525.43		
Lands	8,536,726.29		
Equipment	2,501,469.58		38,151,721.30

Cost of Operating Schools

For Fiscal Year 1934-1935

		Amount	Percentage
Administration:			
Salaries	$ 216,332.82		
Supplies	16,447.36		
Traveling Expenses	2,848.63		
Other Objects	23,195.02	$ 258,823.83	.028
Instruction—Salaries:			
Supervision	67,930.61		
Kindergarten	177,543.50		
Elementary Day	2,965,654.50		
Special Schools	95,758.15		
Junior High	946,224.13		
High Day	1,901,737.57		
High Evening	177,734.94	6,332,583.40	.690
Instruction—Supplies, etc.:			
Kindergarten Supplies	1,867.84		
Educational Supplies	116,083.03		
Books	82,179.70		
Traveling Expenses	1,351.35		
Other Expenses of Instruction	17,966.77	219,448.69	.024
Coordinate Activities:			
Compulsory Education	30,568.94		
Medical Inspection	22,826.90		
Dental Inspection	20,051.71		
Nurse Service	53,923.56	127,371.11	.014
Auxiliary Agencies:			
Transportation of Children	17,980.88		
Junior College and Other Tuition	90,241.01		
Community Centers	1,076.84		
Other Auxiliary Agencies	5,025.87	114,324.60	.012
Operation:			
Janitors' and Engineers' Salaries	479,620.84		
Janitors' and Engineers' Supplies	26,558.62		
Gas and Electricity	50,296.67		
Fuel	43,818.09		
Water	35,501.66		
Other Expenses of Operation	17,717.74	653,513.62	.071
Fixed Charges:			
Rents	4,177.00		
Insurance	14,108.39		
Workmen's Compensation	7,012.29		
Teachers' Back Salary Adjustments	—4,243.83		
Contributions to Retirement System	400,843.59		
Other Expenses of Fixed Charges	—8,334.34	413,563.10	.045
Maintenance:			
Repairs to Buildings and Grounds	241,609.37		
Repairs to Janitors' Equipment	29,525.97		
Repairs to Educational Equipment	64,699.61		
Earthquake Survey and Reconstruction	696,858.87		
Fire Damage—Repairs and Replacements	28,590.86	1,061,284.68	.116
		$9,180,913.03	1.000

Assessed Wealth and Tax Rate

Population of the City and County, Federal Census, April, 1930 634,394

FOR CITY AND COUNTY TAXATION	1934-1935	1935-1936
Real Estate	$ 333,251,530	$ 324,703,946
Improvements	329,560,221	328,010,191
Personal Property	74,865,995	73,185,234
Solvent Credits and Stocks and Bonds	286,674,481	278,478,728
	$1,024,352,227	$1,004,378,099
Property Assessed by State Board of Equalization	337,755,477	137,453,360
TOTAL	$1,362,107,704	$1,141,831,459
Tax Rate per $100	$ 3.863622	$ 3.681917
Tax Rate per $100 for Schools	.334447	.525827
In addition to the revenue derived from rates of taxation above cited, the Board of Supervisors appropriated a Special School Tax for buildings and maintenance of	.075487	.120937

	1934-1935	1935-1936
Lands, buildings and repairs	$ 800,000	$ 975,000
Interest on School bonds	740,539	672,570
	$ 1,540,539	$ 1,647,570
Promotion of health (Board of Health)—estimated	96,802	96,406
GRAND TOTALS	$ 1,637,341	$ 1,743,976
This required a tax rate of (estimated)	.189591	.215410
Rate levied for operation	.334447	.525827
Cost of schools per $100 *assessment*	.524038	.741237
School Bond Redemption	$ 992,000	$ 1,000,000
Which required a tax rate of (estimated for 1935-1936)	.135179	.122855
Bonded indebtedness outstanding June 30, 1935		$ 173,082,700
Of which school bonds aggregated		14,389,000

The bonded indebtedness for schools June 30, 1935, is allocated as follows:

Issue of	High Schools	Junior High Schools	Elementary Schools
1908	$ 205,880	.....	$ 596,120
1910	50,000	.....	.....
1918	564,920	$ 16,930	644,150
1923	2,827,630	1,940,880	4,842,490
1934	827,693	667,834	1,204,473
Per cent of school bond indebtedness	31.11%	18.25%	50.64%

Bonded indebtedness outstanding July 1, 1935 ..... $ 170,085,900
Of which schools accounted for 14,175,000

School Bonded Indebtedness

1934-1935

5% School Bonds—July 1, 1908

Against	Outstanding July 1, 1934	Redeemed July 2, 1934	Outstanding June 30, 1935	Interest Paid 1934-1935
Girls High	$ 81,620.00	$ 16,160.00	$ 65,460.00	$ 3,672.90
High of Commerce	59,820.00	11,850.00	47,970.00	2,691.90
Lowell High	92,490.00	18,310.00	74,180.00	4,162.05
Mission High	22,780.00	4,510.00	18,270.00	1,025.10
Elementary	743,290.00	147,170.00	596,120.00	33,448.05
TOTAL	$1,000,000.00	$198,000.00	$ 802,000.00	$ 45,000.00

4½% Polytechnic High School Bonds—January 1, 1910

Against	Outstanding July 1, 1934	Redeemed Jan. 2, 1935	Outstanding June 30, 1935	Interest Paid 1934-1935
Polytechnic High	$ 75,000.00	$ 25,000.00	$ 50,000.00	$ 3,375.00
TOTAL	$ 75,000.00	$ 25,000.00	$ 50,000.00	$ 3,375.00

4½% School Bonds—March 1, 1918

Against	Outstanding July 1, 1934	Redeemed Mar. 2, 1935	Outstanding June 30, 1935	Interest Paid 1934-1935
Galileo High	$ 363,100.00	$ 46,480.00	$ 316,620.00	$ 16,478.95
High of Commerce	85,740.00	10,980.00	74,760.00	3,891.23
Mission High	199,020.00	25,480.00	173,540.00	9,032.34
Horace Mann Junior High	19,420.00	2,490.00	16,930.00	881.36
Elementary	738,720.00	94,570.00	644,150.00	33,526.12
TOTAL	$1,406,000.00	$180,000.00	$1,226,000.00	$ 63,810.00

5% School Bonds—March 1, 1923

Against	Outstanding July 1, 1934	Redeemed Mar. 2, 1935	Outstanding June 30, 1935	Interest Paid 1934-1935
Abraham Lincoln High	$ 201,630.00	$ 5,890.00	$ 195,740.00	$ 10,085.07
Balboa High	141,230.00	4,120.00	137,110.00	7,063.99
Galileo High	260,560.00	7,610.00	252,950.00	13,032.61
George Washington High	292,860.00	8,550.00	284,310.00	14,648.18
Girls High	2,310.00	70.00	2,240.00	115.54
High of Commerce	1,098,480.00	32,070.00	1,066,410.00	54,943.41
Mission High	904,950.00	26,420.00	878,530.00	45,263.50
Polytechnic High	10,650.00	310.00	10,340.00	532.69
Everett Junior High	1,255,980.00	36,660.00	1,219,320.00	62,821.20
Francisco Junior High	14,620.00	420.00	14,200.00	731.26
Marina Junior High	193,230.00	5,640.00	187,590.00	9,664.91
Portola Junior High	500,180.00	14,600.00	485,580.00	25,017.84
Roosevelt Junior High	35,220.00	1,030.00	34,190.00	1,761.63
Elementary	4,988,100.00	145,610.00	4,842,490.00	249,493.17
TOTAL	$9,900,000.00	$289,000.00	$9,611,000.00	$495,175.00

3% School House Bond 1934—January 1, 1934

Against	Outstanding July 1, 1934	Redeemed Jan. 2, 1935	Outstanding June 30, 1935	Interest Paid 1934-1935
George Washington High	$ 827,693.00	.....	$ 827,693.00	$ 29,025.39
Marina Junior High	667,834.00	.....	667,834.00	23,419.48
Elementary	529,473.00	.....	529,473.00	18,567.47
TOTAL	$2,025,000.00	.....	$2,025,000.00	$ 71,012.34

5% School House Bond 1934—January 1, 1934

Against	Outstanding July 1, 1934	Redeemed Jan. 2, 1935	Outstanding June 30, 1935	Interest Paid 1934-1935
Elementary	$ 975,000.00	$300,000.00	$ 675,000.00	$ 62,167.07
TOTAL	$ 975,000.00	$300,000.00	$ 675,000.00	$ 62,167.07

Interest and Redemption of School Bonds

Year Ending June 30, 1935

Issue of	Outstanding July 1, 1934	Interest 1934-1935	Redemption 1934-1935
July 1, 1908—5%	$ 1,000,000.00	$ 45,000.00	$198,000.00
January 1, 1910—4½%	75,000.00	3,375.00	25,000.00
March 1, 1918—4½%	1,406,000.00	63,810.00	180,000.00
March 1, 1923—5%	9,900,000.00	495,175.00	289,000.00
January 1, 1934—5%	975,000.00	62,167.07	300,000.00
January 1, 1934—3%	2,025,000.00	71,012.34	.....
TOTAL	$15,381,000.00	$740,539.41	$992,000.00

SCHOOL BONDS OUTSTANDING—JUNE 30, 1935

Against	Issue of 1908	Issue of 1910	Issue of 1918	Issue of 1923	Issue of 1934	Total
Senior High Schools						
Abraham Lincoln	.....	.....	.....	$ 195,740	.....	$ 195,740
Balboa	.....	.....	.....	137,110	.....	137,110
Galileo	.....	.....	$ 316,620	252,950	.....	569,570
George Washington	.....	.....	.....	284,310	$ 827,693	1,112,003
Girls	$ 65,460	.....	.....	2,240	.....	67,700
High of Commerce	47,970	.....	74,760	1,066,410	.....	1,189,140
Lowell	74,180	.....	.....	.....	.....	74,180
Mission	18,270	.....	173,540	878,530	.....	1,070,340
Polytechnic	.....	$50,000	.....	10,340	.....	60,340
Junior High Schools						
Everett	.....	.....	.....	1,219,320	.....	1,219,320
Francisco	.....	.....	.....	14,200	.....	14,200
Horace Mann	.....	.....	16,930	.....	.....	16,930
Marina	.....	.....	.....	187,590	667,834	855,424
Portola	.....	.....	.....	485,580	.....	485,580
Roosevelt	.....	.....	.....	34,190	.....	34,190
Elementary Schools	596,120	.....	644,150	4,842,490	1,204,473	7,287,233
TOTAL	$802,000	$50,000	$1,226,000	$9,611,000	$2,700,000	$14,389,000

Bonded Indebtedness of City and County June 30, 1935	$173,082,700
Of which School Bonds accounted for	14,389,000
Bonded Indebtedness July 1, 1935	170,085,900
Of which School Bonds accounted for	14,175,000

SCHOOL HOUSE BOND—1934 FUND

Expenditures for Fiscal Year July 1, 1934 to June 30, 1935

	Plans	Buildings	Total
George Washington High	$ 32,500.89	$210,407.84	$242,908.73
Marina Junior High	49,884.36	37,654.49	87,538.85
Francis Scott Key	12,198.48	73.19	12,271.67
Glen Park	11,566.33	6,329.85	17,896.18
Lawton	13,283.38	25,862.38	39,145.76
Patrick Henry	5,186.49	4,076.68	9,263.17
Starr King	496.96	8,453.31	8,950.27
Sunshine	3,853.01	20.88	3,873.89
Visitacion Valley	11,741.15	42,089.89	53,831.04
Total Elementary Schools	$ 58,325.80	$ 86,906.18	$145,231.98
Miscellaneous	1,537.20	5,234.15	6,771.35
GRAND TOTAL	$142,248.25	$340,202.66	$482,450.91

SCHOOL BOND 1923 FUND

Expenditures for Fiscal Year—July 1, 1934 to June 30, 1935

	Equipment
Girls High	$ 36.90
Roosevelt Junior High	91.00
TOTAL	$127.90

Receipts (Revenue and Non-Revenue)

Fiscal Year 1934-1935

	Administrative Equipment	Kindergarten	Elementary	Junior High	Senior High Day and Evening	Continuation School	Junior College	Transfers to Other Counties	Total
City and County Taxes:									
(a) Common School Fund	$ 14,127.42	$257,340.98	$1,127,066.01	$556,542.78	$610,323.26	$ 60,014.26	$ 2,573.00	$ 90,241.01	$2,718,228.72
(b) Special School Tax		10,810.92	216,298.99	62,007.88	315,575.04	1,917.60			606,610.43
(c) Interest on Bonds			397,201.88	124,297.68	219,039.85				740,539.41
(d) Bond Redemption			687,350.00	60,840.00	243,810.00				992,000.00
TOTAL DIRECT TAXES	$ 14,127.42	$268,151.90	$2,427,916.88	$803,688.34	$1,388,748.15	$ 61,931.86	$ 2,573.00	$ 90,241.01	$5,057,378.56
State of California			$2,538,480.43	$749,670.70	$1,676,241.50	$ 76,506.64			$5,040,899.27
U. S. and State of California					4,682.38	3,613.84			8,296.22
Miscellaneous:									
(a) Rentals from leased school property			$ 103,766.67		$ 586.04				$ 104,352.71
(b) Sale of Lands			27,790.00		1,650.00				29,440.00
(c) Fire Insurance					247,597.90				247,597.90
(d) Other Sources			306.65		1,909.14				2,215.79
Auxiliary (Indirect) Revenue:									
Board of Health: Physicians, dentists and nurses			56,183.33	$ 14,704.84	24,736.46	$ 1,177.54			96,802.17
Sale of Bonds			1,504,473.00	667,834.00	827,776.40				3,000,083.40
TOTAL RECEIPTS	$ 14,127.42	$268,151.90	$6,658,916.96	$2,235,897.88	$4,173,927.97	$143,229.88	$ 2,573.00	$ 90,241.01	$13,587,066.02
Balances from year 1933-1934:									
Common School Fund			$ 622,317.01	$ 12,470.77	$ 19,183.41				$ 653,971.19
Common School Tax Fund			250.00						250.00
Special School Tax Fund			312,664.07	440.00	174,284.59				487,388.66
School Bond 1923 Fund			39.68	93.28	36.90				169.86
TOTAL BALANCES			$ 935,270.76	$ 13,004.05	$ 193,504.90				$ 1,141,779.71
Stores Inventory			$ 52,800.61						$ 52,800.61
Shop Inventory			4,787.70						4,787.70
GRAND TOTAL	$ 14,127.42	$268,151.90	$7,651,776.03	$2,248,901.93	$4,367,432.87	$143,229.88	$ 2.573.00	$ 90,241.01	$14,786,434.04
Expenditures	$ 14,127.42	$268,151.90	$5,868,933.09	$1,619,006.40	$3,476,685.01	$143,229.88	$ 2,573.00	$ 90,241.01	$11,482,947.71
Stores Inventory			55,508.03						55,508.03
Shop Inventory			1,957.54						1,957.54
BALANCE			$1,725,377.37	$ 629,895.53	$ 890,747.86				$ 3,246,020.76

Distribution of Total Expenditures

Including Cost of Operation, Capital Outlay, Bond Interest and Redemption, Fiscal Year 1934-1935

	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Earthquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Capital Outlays	Bond Interest	Bond Redemption	Transfers to Other Counties	Total Expenditures
TUITION PAID OTHER COUNTIES													
Junior College and Other Tuition												$ 90,241.01	$ 90,241.01
JUNIOR COLLEGE													
San Francisco Junior College		$ 2,573.00											$ 2,573.00
DAY HIGH													
Abraham Lincoln										$ 10,085.07	$ 5,890.00		$ 15,975.07
Balboa	$ 10,482.19	$294,418.69	$ 5,158.44	$ 26,306.64	$ 16,749.03	$ 12,630.62			$ 761.71	7,063.99	4,120.00		377,691.31
Galileo	10,115.66	299,189.71	4,978.07	18,828.88	16,163.37	9,363.11			—758.74	29,511.56	54,090.00		441,481.62
George Washington									242,309.71	43,673.57	8,550.00		294,533.28
Girls	3,792.78	151,289.73	1,866.48	8,612.95	6,060.31	2,896.87	$108,033.37	$ 15,008.78	1,365.13	3,788.44	16,230.00		318,944.84
High School of Commerce	9,283.11	274,961.56	4,568.35	22,026.11	14,833.06	20,079.80			—4,531.07	61,526.54	54,900.00		457,647.46
Lowell	7,638.27	243,028.40	3,758.92	14,215.83	12,204.86	7,069.16	122,355.93	13,106.38	698.92	4,162.05	18,310.00		446,548.72
Mission	8,573.43	278,600.52	4,219.11	25,556.12	13,699.10	22,317.77			—1,544.53	55,320.94	56,410.00		463,152.46
Polytechnic	9,804.16	307,088.89	4,824.77	23,899.50	15,665.64	10,923.38			649.59	3,907.69	25,310.00		402,073.62
TOTAL DAY HIGH	$ 59,689.60	$1,848,577.50	$ 29,374.14	$139,446.03	$ 95,375.37	$ 85,280.71	$230,389.30	$ 28,115.16	$238,950.72	$219,039.85	$243,810.00		$ 3,218,048.38
Compulsory Education	$ 3,148.43	$ 123,157.67	$ 1,549.39	$ 7,711.21	$ 5,030.72	$ 2,478.40			$ 154.06				$ 143,229.88
Adult Education	532.28	22,763.56	261.95	146.11	850.50	63.88							24,618.28
EVENING HIGH													
Balboa Evening	$ 592.89	$ 17,918.30	$ 291.77	$ 1,486.57	$ 947.35	$ 712.60			$ 16.91				$ 21,966.39
Evening High of Commerce	1,892.44	56,373.97	931.30	4,489.05	3,023.84	4,103.90			42.67				70,857.17
Galileo Evening	693.61	22,793.32	341.34	1,661.65	1,108.29	962.03							27,560.24
Humboldt Evening	2,038.05	67,895.63	1,002.94	6,892.42	3,256.50	5,302.00			715.85				87,103.39
Polytechnic Evening	700.00	21,883.41	344.49	1,705.31	1,118.51	779.44							26,531.16
TOTAL EVENING HIGH	$ 5,916.99	$ 186,864.63	$ 2,911.84	$ 16,235.00	$ 9,454.49	$ 11,859.97			$ 775.43				$ 234,018.35
JUNIOR HIGH													
Aptos	$ 4,829.33	$ 117,085.51	$ 2,377.63	$ 16,785.89	$ 7,716.59	$ 5,649.68			$ 1,391.12				$ 155,835.75
Everett	7,019.61	164,921.64	3,455.57	15,939.37	11,216.32	5,361.03			1,369.77	$ 62,821.20	$ 36,660.00		308,764.51
Francisco	4,208.53	116,657.40	2,111.02	12,750.71	6,724.62	5,300.11			1,121.18	731.26	420.00		150,024.83
Horace Mann	4,878.33	120,072.57	2,402.67	9,744.21	7,794.86	8,429.19			3,268.85	881.36	2,490.00		159,962.04
James Lick	2,186.10	61,160.47	1,077.94	10,210.32	3,493.07	3,562.56			377.56				82,068.02
John Swett	2,387.88	64,253.74	1,175.11	6,242.32	3,815.49	4,989.31	$ 45,942.03		959.42				129,765.30
Marina									87,552.26	33,084.39	5,640.00		126,276.65
Portola	3,443.88	99,445.81	2,799.59	11,334.38	5,502.83	7,746.47			1,076.60	25,017.84	14,600.00		170,967.40
Presidio	5,868.94	144,558.50	2,894.86	16,379.68	9,377.72	4,495.52			1,225.33				184,800.55
Roosevelt	4,494.33	115,032.41	2,211.72	13,528.97	7,181.29	4,271.30			1,029.70	1,761.63	1,030.00		150,541.35
TOTAL JUNIOR HIGH	$ 39,316.93	$1,003,188.05	$ 20,506.11	$112,915.85	$ 62,822.79	$ 49,805.17	$ 45,942.03		$ 99,371.79	$124,297.68	$ 60,840.00		$ 1,619,006.40
Day Elementary	$140,277.65	$3,164,663.55	$ 91,958.64	$352,116.85	$224,143.43	$174,102.00	$420,527.54	$ 475.70	$216 115.85	$397,201.88	$687,350.00		$ 5,868,933.09
Kindergarten	9,941.95	200,244.13	4,892.63	24,942.57	15,885.80	12,244.82							268,151.90
Administration Equipment									14,127.42				14,127.42
GRAND TOTAL	$258,823.83	$6,552,032.09	$151,454.70	$653,513.62	$413,563.10*	$335,834.95	$696,858.87	$ 28.590.86	$569,495.27	$740,539.41	$992.000.00	$ 90,241.01	$11,482,947.71

*Includes entire amount of contributions to Retirement System.

Cost of Operating Schools During Fiscal Year July 1, 1934 to June 30, 1935

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included.

NAME OF SCHOOL	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Eartbquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Total Cost of Operation	Cost of Kindergartens	Cost of Elementary Classes Only	Cost per Unit Average Daily Attendance
TUITION PAID OTHER COUNTIES													
Junior College and Other Tuition				$ 90.241.01						$ 90,241.01			
JUNIOR COLLEGE													
San Francisco Junior College			$ 2,573.00							$ 2,573.00			
DAY HIGH SCHOOLS													
Balboa	2,786.00	$ 10,482.19	$294,418.69	$ 5,158.44	$ 26,306.64	$ 16,749.03	$ 12,630.62			$365,745.61			$ 131.28
Galileo	2,688.58	10,115.66	299,189.71	4,978.07	18,828.88	16,163.37	9,363.11			358,638.80			133.30
Girls	1,008.06	3,702.78	151,289.73	1,866.48	8,612.95	6,060.31	2,896.87	$108,033.37	$ 15,008.78	207,561.27			205.18
High School of Commerce	2,467.30	9,283.11	274,961.56	4,568.35	22,026.11	14,833.06	20,070.80			345,751.90			140.13
Lowell	2,030.13	7,638.27	243,028.40	3,758.02	14,215.83	12,204.86	7,069.16	122,355.93	13,106.38	423,377.75			208.55
Mission	2,278.68	8,573.43	278,600.52	4,219.11	25,556.12	13,699.10	22,317.77			352,966.05			154.90
Polytechnic	2,605.79	9,804.16	307,088.89	4,824.77	23,899.50	15,665.64	10,923.38			372,206.34			142.84
TOTAL	15,864.54	$ 59,689.60	$1,848,577.50	$ 29,374.14	$139,446.03	$ 95,375.37	$ 85,280.71	$230,389.30	$ 28,115.16	$2,516,247.81			$ 158.61
AVERAGE	2,266.36	8,527.09	264,082.50	4,196.30	19,920.86	13,625.05	12,182.06	32,912.76	4,016.45	359,463.97			158.61
San Francisco Continuation School *	836.80	$ 3,148.43	$123,157.67	$ 1,549.39	$ 7,711.21	$ 5,030.72	$ 2,478.40			$143,075.82			$ 170.98
Adult Education	141.47	532.28	22,763.56	261.95	146.11	850.50	63.88			24,618.28			174.02
EVENING HIGH SCHOOLS * *													
Balboa Evening High	157.58	$ 502.89	$ 17,918.30	$ 201.77	$ 1,486.57	$ 947.35	$ 712.60			$ 21,949.48			$ 139.29
Evening High School of Commerce	502.98	1,892.44	56,373.97	931.30	4,489.05	3,023.84	4,103.90			70,814.50			140.79
Galileo Evening	184.35	693.61	22,793.32	341.34	1,661.65	1,108.29	962.03			27,560.24			149.50
Humboldt Evening High	541.68	2,038.05	67,895.63	1,002.04	6,892.42	3,256.60	5,302.00			86,387.54			150.48
Polytechnic Evening High	186.05	700.00	21,883.41	344.49	1,705.31	1,118.51	779.44			26,531.16			142.60
TOTAL	1,572.64	$ 5,916.00	$186,864.63	$ 2,911.84	$ 16,235.00	$ 9,454.49	$ 11,859.97			$233,242.92			$ 148.31
AVERAGE	314.53	1,183.40	37,372.92	582.37	3,247.00	1,890.90	2,371.99			46,648.58			148.31
JUNIOR HIGH SCHOOLS													
Aptos	1,283.56	$ 4,829.33	$117,085.51	$ 2,377.63	$ 16,785.89	$ 7,716.59	$ 5,640.68			$154,444.63			$ 120.33
Everett	1,865.70	7,010.61	164,921.64	3,455.57	15,939.37	11,216.32	5,361.03			207,013.54			111.44
Francisco	1,118.56	4,208.53	116,657.40	2,111.02	12,750.71	6,724.62	5,300.11			147,752.39			132.09
Horace Mann	1,296.58	4,878.33	120,072.57	2,402.67	9,744.21	7,794.86	8,429.19			153,321.83			118.25
James Lick	581.03	2,186.10	61,160.47	1,077.94	10,210.32	3,493.07	3,562.56			81,690.46			140.60
John Swett	634.66	2,387.88	64,253.74	1,175.11	6,242.32	3,815.49	4,089.31	$ 45,942.03		128,805.88			202.05
Portola	915.33	3,443.88	99,445.81	2,799.59	11,334.38	5,502.83	7,746.47			130,272.96			142.32
Presidio	1,559.87	5,868.94	144,558.50	2.894.86	16.379.68	9,377.72	4,495.52			183,575.22			117.69
Roosevelt	1,194.52	4,404.33	115,032.41	2,211.72	13,528.97	7,181.29	4,271.30			146,720.02			122.88
TOTAL	10,449.81	$39,316.93	$1,003,188.05	$20,506.11	$112,915.85	$ 62,822.79	$ 49,805.17	$ 45,942.03		$1,334,496.93			$ 127.71
AVERAGE	1,161.09	4,368.55	111,465.34	2,278.46	12,546.20	6,980.31	5,533.91	5,104.67		148,277.44			127.71

Cost of Operating Schools During Fiscal Year July 1, 1934 to June 30, 1935 (Continued)

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included.

NAME OF SCHOOL	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Earthquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Total Cost of Operation	Cost of Kindergartens	Cost of Elementary Classes Only	Cost per Unit Average Daily Attendance
DAY ELEMENTARY SCHOOLS													
Adams	164.73	$ 699.67	$ 19,368.68	$ 344.32	$ 3,010.10	$ 1,117.96	$ 1,703.60	$ 22,850.93	.....	$ 49,095.26	$ 3,242.28	$ 45,852.98	$ 278.35
Alamo	678.60	2,808.25	61,982.78	1,382.00	6,422.35	4,487.19	2,222.49	.....	.....	79,305.06	6,663.30	72,641.76	107.05
Alvarado	574.27	2,380.51	53,815.36	1,171.47	6,440.15	3,803.71	2,786.19	.....	.....	70,397.39	6,238.52	64,158.87	111.72
Andrew Jackson	335.54	1,389.02	30,549.45	768.57	4,056.39	2,219.45	2,254.13	.....	.....	41,237.01	3,714.02	37,522.99	111.83
Argonne	451.35	1,874.23	41,134.70	1,007.81	4,281.72	2,994.75	3,914.22	.....	.....	55,207.43	6,003.61	49,203.82	109.01
Bay View	350.03	1,316.97	25,927.65	648.10	4,465.22	2,104.33	1,199.64	19,817.69	.....	55,479.60	.....	55,479.60	158.50
Bret Harte	278.20	1,160.49	25,264.97	571.10	4,207.49	1,854.30	2,737.52	.....	.....	35,795.87	3,605.96	32,189.91	115.71
Bryant	370.72	1,497.69	35,178.41	737.03	4,336.50	2,393.08	2,521.31	.....	.....	46,664.02	3,453.37	43,210.65	116.56
Burnett	294.14	1,211.47	35,387.22	596.18	4,108.20	1,935.76	1,888.97	.....	.....	45,127.80	2,569.46	42,558.34	144.69
Cabrillo	344.64	1,406.22	34,638.39	778.03	4,122.01	2,246.93	879.35	.....	.....	44,070.93	3,443.32	40,627.61	117.88
Cleveland	532.06	2,150.09	46,301.10	1,058.10	4,247.68	3,435.54	2,204.50	.....	.....	59,397.01	2,785.60	56,611.41	106.40
Columbus	150.87	629.31	20,453.21	373.77	2,371.28	1,005.54	537.38	60,724.73	.....	86,095.22	3,220.05	82,875.17	549.32
Commodore Sloat	643.50	2,658.55	54,283.96	1,308.32	6,910.44	4,247.98	2,886.72	.....	.....	72,295.97	5,745.80	66,550.17	103.42
Commodore Stockton	867.09	3,497.65	61,172.65	1,721.24	6,707.26	5,588.74	3,157.59	6,145.80	.....	87,990.93	4,740.32	83,250.61	96.01
Daniel Webster	573.94	2,252.54	52,020.30	1,108.50	6,815.08	3,599.24	5,535.82	323.46	.....	71,654.94	3,227.58	68,427.36	119.22
Douglas	209.61	866.23	19,826.45	426.29	2,236.89	1,384.11	2,087.80	.....	.....	26,827.77	2,827.19	24,000.58	114.50
Dudley Stone	854.01	3,354.23	73,680.22	1,653.01	7,034.03	5,359.58	1,815.45	.....	.....	92,896.52	3,105.77	89,790.75	105.14
Edison	784.24	3,186.42	67,115.53	1,568.09	6,626.64	5,091.44	2,751.74	.....	.....	86,339.86	5,762.43	80,577.43	102.75
Edward Robeson Taylor	686.40	2,741.29	62,467.07	1,349.03	6,613.38	4,380.18	2,946.17	.....	.....	80,497.12	3,845.53	76,651.59	111.67
Emerson	468.80	1,933.94	43,602.92	951.72	4,406.92	3,090.16	969.36	.....	.....	54,955.02	3,313.33	51,641.69	110.16
Excelsior	399.53	1,645.70	36,555.70	809.87	2,855.24	2,629.58	1,387.18	74,393.07	.....	120,276.34	3,421.67	116,854.67	292.48
Fairmount	718.74	2,816.23	62,758.16	1,385.91	6,611.37	4,499.94	3,026.12	.....	.....	81,097.73	3,164.89	77,932.84	108.43
Farragut	489.60	2,004.94	48,548.91	986.66	4,458.18	3,203.60	6,653.29	.....	.....	65,855.58	4,820.68	61,034.90	124.66
Francis Scott Key	476.99	1,913.21	44,311.07	941.51	4,279.97	3,057.03	523.83	.....	.....	55,026.62	3,336.26	51,690.36	108.37
Franklin	452.86	1,832.76	46,901.73	1,099.50	4,373.26	2,928.49	1,273.56	.....	.....	58,409.30	3,205.93	55,203.37	121.90
Frank McCoppin	476.58	1,944.74	44,497.61	971.84	4,381.80	3,107.41	4,088.02	.....	.....	58,991.42	2,960.69	56,030.73	117.57
Fremont	345.44	1,428.72	28,681.95	703.10	4,413.95	2,282.89	607.42	.....	.....	38,118.03	2,686.94	35,431.09	102.57
Garfield	462.54	1,901.81	43,771.82	935.90	5,703.06	3,038.81	2,925.58	.....	.....	58,276.98	3,485.27	54,791.71	118.46
Geary	213.52	882.82	16,740.30	435.46	2,539.26	1,410.62	1,923.31	.....	.....	23,931.77	2,472.52	21,459.25	100.50
George Peabody	257.12	1,043.70	23,003.76	584.82	4,511.46	1,667.69	2,097.00	.....	.....	32,908.43	2,628.02	30,280.41	117.77
Glen Park	560.70	2,209.17	51,618.12	2,898.14	3,973.24	3,529.93	1,305.87	.....	$ 475.70	66,010.17	2,463.95	63,546.22	113.33
Golden Gate	337.55	1,369.34	31,586.84	673.88	3,528.14	2,188.01	2,196.48	64,116.80	.....	105,659.49	3,399.39	102,260.10	302.95
Grant	634.62	2,492.14	55,009.15	1,226.42	6,366.46	3,982.08	4,557.62	.....	.....	73,633.87	2,625.26	71,008.61	111.89
Grattan	551.95	2,216.91	49,154.36	1,176.98	4,330.11	3,542.31	3,317.07	.....	.....	63,737.74	3,670.91	60,066.83	108.83
Guadalupe	578.72	2,313.08	46,774.18	1,138.30	6,800.00	3,695.97	3,742.33	.....	.....	64,463.86	3,038.37	61,425.49	106.14
Hancock	378.32	1,423.42	36,746.07	1,671.63	4,693.03	2,274.40	1,450.46	2,197.72	.....	50,456.73	.....	50,456.73	133.37
Hawthorne	739.04	2,935.88	63,348.17	1,444.78	6,546.82	4,691.12	1,560.28	.....	.....	80,527.05	3,427.93	77,099.12	104.32
Hillcrest	110.58	463.72	12,738.71	228.21	2,055.47	740.96	413.91	.....	.....	16,640.98	2,460.25	14,180.73	128.24
Irving M. Scott	191.95	784.88	20,589.09	1,945.65	2,359.30	1,254.13	1,189.40	.....	.....	28,122.45	2,260.96	25,861.49	134.73
Jean Parker	689.72	2,764.43	58,077.11	1,360.42	4,932.62	4,417.15	3,360.36	5,638.34	.....	80,550.43	2,871.88	77,678.55	112.62
Jefferson	774.01	3,054.25	71,591.59	1,503.04	7,841.10	4,880.25	5,141.88	.....	.....	94,012.11	3,737.98	90,274.13	116.63
John Muir	809.79	3,265.77	64,535.42	1,614.14	6,962.28	5,218.23	1,875.91	.....	.....	83,471.75	5,587.18	77,884.57	96.18

Cost of Operating Schools During Fiscal Year July 1, 1934 to June 30, 1935 (Continued)

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included.

NAME OF SCHOOL	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Earthquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Total Cost of Operation	Cost of Kindergartens	Cost of Elementary Classes Only	Cost per Unit Average Daily Attendance
DAY ELEMENTARY SCHOOLS (Continued)													
Junipero Serra	396.10	$ 1,626.55	$ 37,897.23	$ 885.84	$ 4,556.39	$ 2,598.99	$ 3,025.20			$ 50,590.20	$ 3,812.10	$ 46,778.10	$ 118.10
Kate Kennedy	216.35	896.67	25,081.79	532.94	2,572.60	1,432.75	1,291.77			31,808.52	3,336.04	28,472.48	131.60
Lafayette	719.66	2,976.17	54,734.06	1,464.62	6,629.18	4,755.50	2,305.51			72,865.04	5,881.02	66,984.02	93.08
Laguna Honda	486.85	1,957.68	45,103.11	963.41	3,542.63	3,128.09	2,928.66	$ 77,214.94		134,838.52	2,563.42	132,275.10	271.70
Lawton	239.55	1,022.86	21,023.20	503.36	2,144.48	1,634.38	476.75			26,805.03	2,553.81	24,251.22	101.24
Le Conte	630.42	2,563.97	58,515.79	1,321.63	6,519.57	4,096.84	2,447.50			75,465.30	6,494.90	68,970.40	109.40
Lincoln								2,481.14		2,481.14		2,481.14	
Longfellow	617.98	2,419.89	52,178.79	1,190.87	6,800.32	3,866.65	5,396.85			71,853.37	3,184.60	68,668.77	111.12
Madison	449.57	1,822.42	37,576.42	896.84	4,661.93	2,911.96	2,634.66			50,504.23	2,773.72	47,730.51	106.17
Marshall	497.06	1,984.77	41,164.97	976.74	4,340.55	3,171.38	3,722.22			55,360.63	2,568.71	52,791.92	106.21
McKinley	435.05	1,745.33	43,152.96	1,004.44	4,530.73	2,788.78	2,570.15			55,792.39	2,707.50	53,084.89	122.02
Monroe	717.61	2,699.98	49,100.69	1,328.70	6,557.74	4,314.17	3,513.06			67,514.34		67,514.34	94.08
Pacific Heights	669.72	2,623.03	55,941.61	1,325.05	6,390.44	4,191.23	5,171.24			75,642.60	2,444.86	73,197.74	109.30
Parkside	874.31	3,487.64	68,181.33	1,716.31	6,587.36	5,572.75	3,147.38			88,692.77	5,819.37	82,873.40	94.79
Patrick Henry	354.01	1,411.56	31,328.46	694.66	4,289.46	2,255.47	1,405.65			41,385.26	2,279.54	39,105.72	110.47
Paul Revere	652.58	2,571.57	54,087.10	1,265.50	6,648.52	4,108.98	1,798.87			70,480.54	2,495.41	67,985.13	104.18
Raphael Weill	792.53	3,209.33	62,729.12	1,719.15	7,236.21	5,128.06	4,122.65			84,144.52	5,863.05	78,281.47	98.77
Redding	469.34	1,851.66	40,706.54	911.22	3,541.47	2,958.68	1,546.16	50,603.53		102,119.26	2,444.69	99,674.57	212.37
Rincon	80.63	384.82	15,288.75	190.38	2,182.35	614.89	388.28			19,049.47	3,297.44	15,752.03	195.36
Sanchez	805.78	3,289.48	74,647.40	1,650.49	6,362.13	5,256.11	4,288.37			95,493.98	6,748.33	88,745.65	110.14
San Miguel	371.23	1,479.92	27,206.93	728.29	4,378.98	2,364.70	706.57			36,865.39	2,253.98	34,611.41	93.23
Sarah B. Cooper	241.34	1,136.26	32,638.74	559.17	4,190.49	1,815.58	1,616.14			41,956.38	6,365.71	35,590.67	147.47
Sheridan	465.99	1,844.06	48,686.73	907.50	4,797.76	2,946.54	2,488.63			61,671.22	3,257.58	58,413.64	125.35
Sherman	779.25	3,148.57	67,356.28	1,549.45	7,226.91	5,030.96	2,234.49			86,546.66	6,050.75	80,495.91	103.30
Spring Valley	669.96	2,637.70	56,519.72	1,298.06	6,065.97	4,214.67	4,541.72	17,966.10		93,243.94	3,494.76	89,749.18	133.96
Starr King	300.25	1,218.66	29,852.56	599.72	4,222.50	1,947.24	1,824.50			39,665.18	2,491.51	37,173.67	123.81
Sunnyside	476.62	1,921.22	40,482.42	945.46	4,485.31	3,069.84	2,291.93			53,196.18	3,333.39	49,862.79	104.62
Sutro	382.95	1,564.81	34,838.37	856.07	4,501.35	2,500.33	900.26			45,161.19	3,002.74	42,158.45	110.09
Twin Peaks	82.66	344.64	11,413.84	169.61	2,145.96	550.69	1,608.66			16,233.40	2,375.79	13,857.61	167.65
Visitacion Valley	458.81	1,825.09	41,833.33	968.55	4,585.68	2,916.23	1,867.55			53,996.43	2,510.74	51,485.69	112.22
Washington Irving	468.53	1,856.74	41,811.86	913.73	4,215.48	2,966.79	1,895.27	1,468.20		55,128.07	2,227.94	52,900.13	112.91
West Portal	559.06	2,351.68	40,645.97	1,243.31	4,933.61	3,757.65	3,211.25			56,143.47	5,786.73	50,356.74	90.07
Winfield Scott	600.78	2,557.04	47,238.76	1,344.36	4,607.27	4,085.78	1,679.00			61,512.21	6,917.74	54,594.47	90.87
Yerba Buena	572.79	2,238.32	55,567.91	1,101.52	6,414.37	3,576.52	1,428.51			70,327.15	5,579.66	64,747.49	113.04
TOTAL	36,797.93	$148,392.48	$3,266,243.58	$ 78,985.79	$366,801.55	$237,169.75	$182,092.24	$405,942.45	$ 475.70	$4,686,043.54	$268,151.90	$4,417,891.64	$ 120.06
AVERAGE	490.64	1,978.57	43,549.91	1,053.14	4,890.69	3,161.46	2,427.90	5,412.57	6.34	62,480.58	3,575.36	58,905.22	120.06

Cost of Operating Schools During Fiscal Year July 1, 1934 to June 30, 1935 (Continued)

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included.

NAME OF SCHOOL	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Earthquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Total Cost of Operation	Cost of Kindergartens	Cost of Elementary Classes Only	Cost per Unit Average Daily Attendance
SPECIAL SCHOOLS													
Buena Vista	97.42	$ 366.54	$ 15,497.50	$ 2,848.42	$ 2,899.81	$ 585.67	$ 375.14			$ 22,573.08			$ 231.71
Children's Hospital	15.80	59.45	1,779.95	29.25	3.69	94.99	4.55			1,971.88			124.80
Diagnostic	11.79	44.36	2,207.80	55.03	2.76	70.88	6.60			2,387.43			202.50
Gough	39.83	149.85	14,025.68	1,625.60	2,154.73	239.45	298.13			18,493.44			464.31
Home Teachers	33.35		9,587.04							9,587.04			287.47
San Francisco Hospital	36.11	135.87	5,308.85	66.86	8.44	217.09	10.39			5,747.50			159.17
Shriners' Hospital	47.77	179.73	5,239.33	88.45	11.16	287.19	13.75			5,819.61			121.83
Sunshine	101.36	381.36	16,478.17	12,416.33	2,272.31	609.36	428.57			32,586.10			321.49
Ungraded	135.54	509.96	28,539.78	735.54	2,904.97	814.85	3,117.45	$ 14,585.09		51,207.64			377.80
TOTAL	518.97	$ 1,827.12	$ 98,664.10	$ 17,865.48	$ 10,257.87	$ 2,919.48	$ 4,254.58	$ 14,585.09		$150,373.72			$ 289.75
AVERAGE	57.66	203.01	10,962.68	1,985.05	1,139.76	324.39	472.73	1,620.57		16,708.19			289.75
Kindergarten Attendance	2,642.41												
GRAND TOTAL including Kindergartens	68,824.57*	$258,823.83	$6,552,032.09	$241,695.71	$653,513.62	$413,563.10**	$335,834.95	$696,858.87	$ 28,590.86	$9,180,913.03			$ 133.40

*Based on actual attendance. 456 A.D.A. allowed in elementary schools and 251 A.D.A. allowed in high schools on State Report as Emergency.
**Includes entire amount of contributions to Retirement System.
Average daily attendance for the continuation school as computed under the State Law allows one unit for each four hours attendance, approximately one unit for each four pupils actually attending.
Under the same rule average daily attendance in evening schools is computed by allowing one for each one and seven ninths (1-7/9) pupils actually attending.

SOME SCHOOL STATISTICS FROM JULY 1, 1925 TO JUNE 30, 1935

Year Ending June 30	Teachers	Pupils Enrolled	Average Daily Attendance	Cost of Operation	Cost of Operation on Average Daily Attendance	Expenditure for Capital Outlays and Debt Service	Value of School Property	Assessment of City and County Property
1926	2,543	98,660	60,332	$7,317,150.94	$121.28	$4,807,045.68	$24,692,006.00	$ 981,889,421.00
1927	2,622	99,569	62,159	7,489,121.54	120.48	5,618,205.57	29,582,937.49	1,025,456,070.00
1928	2,700	102,173	64,914	8,338,537.95	128.46	4,774,226.51	32,006,758.11	1,056,151,237.00
1929	2,811	109,637	66,961	8,546,112.27	130.02	2,834,138.91	33,879,675.19	1,585,272,548.00
1930	2,837	108,197	66,099	8,845,465.59	130.47	3,546,826.79	34,113,768.11	1,742,577,647.00
1931	2,888	108,484	69,323	9,430,110.41	136.03	3,887,133.28	36,448,140.15	1,640,249,792.00
1932	2,926	109,238	70,751	9,552,745.66	135.02	2,452,939.17	37,494,759.04	1,433,326,620.00
1933	2,797	109,258	71,390	9,358,164.15	131.09	1,477,307.03	37,548,031.09	1,412,309,943.00
1934	2,775	107,362	69,952	8,276,890.48	118.32	1,384,787.11	37,582,226.03	1,362,107,704.00
1935	2,800	106,294	68,832	9,180,913.03	133.40	2,302,034.68	38,151,721.30	1,141,831,459.00

Cost of Operating Kindergartens During Fiscal Year July 1, 1934 to June 30, 1935

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included.

Name of School	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Total Expenditures	Cost per Unit Average Daily Attendance
Adams	21.23	$ 79.88	$ 2,457.16	$ 39.32	$ 343.74	$ 127.63	$ 194.55	$ 3,242.28	$152.72
Alamo	67.79	255.05	5,090.24	125.52	583.14	407.54	201.81	6,663.30	98.29
Alvarado	58.43	219.84	4,706.73	108.18	595.06	351.28	257.43	6,238.52	106.77
Andrew Jackson	33.64	126.57	2,748.03	62.29	369.54	202.23	205.36	3,714.02	110.40
Argonne	46.79	176.05	4,690.01	86.64	402.06	281.30	367.55	6,003.61	128.31
Bret Harte	30.24	113.78	2,573.76	56.00	412.33	181.80	268.29	3,605.96	119.24
Bryant	27.34	102.87	2,664.39	50.62	297.92	164.36	173.21	3,453.37	126.31
Burnett	27.85	104.78	1,726.95	51.56	355.35	167.43	163.39	2,569.46	92.26
Cabrillo	29.11	109.52	2,715.29	53.91	321.10	175.00	68.50	3,443.32	118.29
Cleveland	39.40	148.24	1,882.98	72.95	292.65	236.87	151.91	2,785.60	70.70
Columbus	16.39	61.67	2,744.45	30.34	232.39	98.53	52.67	3,220.05	196.46
Commodore Sloat	63.10	237.41	4,137.33	116.83	617.10	379.35	257.78	5,745.80	91.06
Commodore Stockton	62.53	235.26	3,349.48	115.77	451.40	375.92	212.49	4,740.32	75.81
Daniel Webster	24.75	93.12	2,429.73	45.82	281.47	148.80	228.64	3,227.58	130.41
Douglas	20.62	77.59	2,199.95	38.19	200.42	123.97	187.07	2,827.19	137.11
Dudley Stone	37.49	141.06	2,297.36	69.42	296.12	225.39	76.42	3,105.77	82.84
Edison	62.66	235.76	4,339.94	116.02	490.37	376.70	203.64	5,762.43	91.96
Edward Robeson Taylor	42.19	158.74	2,801.53	78.12	382.91	253.64	170.59	3,845.53	91.15
Emerson	45.21	170.10	2,314.62	83.71	387.80	271.80	85.30	3,313.33	73.29
Excelsior	37.87	142.48	2,614.01	70.12	247.27	227.66	120.13	3,421.67	90.35
Fairmount	29.77	112.01	2,435.22	55.12	263.13	178.98	120.43	3,164.89	106.31
Farragut	43.28	162.84	3,415.25	80.14	362.00	260.19	540.26	4,820.68	111.38
Francis Scott Key	31.51	118.55	2,672.12	58.34	265.35	189.43	32.47	3,336.26	105.88
Franklin	34.26	128.90	2,410.65	63.44	307.44	205.96	89.54	3,205.93	93.58
Frank McCoppin	40.30	151.63	1,831.52	74.62	341.77	242.28	318.87	2,960.69	73.47
Fremont	34.29	129.02	1,834.85	63.49	398.58	206.15	54.85	2,686.94	78.36
Garfield	42.93	161.52	2,253.59	79.48	484.20	258.09	248.39	3,485.27	81.18
Geary	21.12	79.46	1,825.35	39.11	228.53	126.97	173.10	2,472.52	117.07
George Peabody	20.28	76.30	1,909.17	37.54	329.79	121.92	153.30	2,628.02	129.59
Glen Park	26.46	99.56	1,918.24	48.99	179.18	159.08	58.90	2,463.95	93.12
Golden Gate	26.40	99.33	2,677.43	48.88	255.79	158.71	159.25	3,399.39	128.76
Grant	27.75	104.41	1,844.91	51.38	266.76	166.83	190.97	2,625.26	94.60
Grattan	37.27	140.23	2,753.56	69.01	274.08	224.06	209.97	3,670.91	98.50
Guadalupe	36.06	135.68	2,000.33	66.77	399.15	216.78	219.66	3,038.37	84.26
Hawthorne	41.27	155.27	2,519.27	76.42	346.33	248.11	82.53	3,427.93	83.06
Hillcrest	12.67	47.67	2,059.10	23.46	211.30	76.17	42.55	2,460.25	194.18
Irving M. Scott	16.66	62.68	1,783.75	30.85	188.51	100.15	95.02	2,260.96	135.71
Jean Parker	45.02	169.39	1,840.11	83.36	302.37	270.66	205.99	2,871.88	63.79
Jefferson	37.76	142.07	2,695.27	69.92	364.61	227.01	239.10	3,737.98	98.99

Cost of Operating Kindergartens During Year July 1, 1934 to June 30, 1935—(Continued)

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included.

Name of School	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Total Expenditures	Cost per Unit Average Daily Attendance
John Muir	58.20	$ 218.97	$ 4,317.54	$ 107.76	$ 467.16	$ 349.89	$ 125.86	$ 5,587.18	$ 96.00
Junipero Serra	36.21	136.24	2,755.81	67.04	381.81	217.69	253.51	3,812.10	105.28
Kate Kennedy	21.97	82.66	2,724.31	40.68	237.20	132.08	119.11	3,336.04	151.85
Lafayette	71.36	268.48	4,245.51	132.13	597.95	429.00	207.95	5,881.02	82.41
Laguna Honda	33.47	125.93	1,758.21	61.97	227.79	201.21	188.31	2,563.42	76.59
Lawton	32.31	121.57	1,866.77	59.82	254.77	194.24	56.64	2,553.81	79.04
Le Conte	51.04	192.04	5,229.88	94.50	488.31	306.85	183.32	6,494.90	127.25
Longfellow	25.19	94.77	2,413.62	46.65	266.57	151.44	211.55	3,184.60	126.42
Madison	34.80	130.94	1,845.22	64.44	334.73	209.21	189.18	2,773.72	79.70
Marshall	30.46	114.61	1,749.32	56.41	250.46	183.13	214.78	2,568.71	84.33
McKinley	28.83	108.47	1,931.36	53.38	281.36	173.32	159.61	2,707.50	93.91
Pacific Heights	27.44	103.24	1,670.34	50.80	251.77	164.97	203.74	2,444.86	89.10
Parkside	52.65	198.09	4,654.35	97.48	374.16	316.52	178.77	5,819.37	110.53
Patrick Henry	21.16	79.62	1,712.32	39.19	241.92	127.21	79.28	2,279.54	107.73
Paul Revere	30.90	116.26	1,754.36	57.21	300.51	185.77	81.30	2,495.41	80.76
Raphael Weill	60.46	227.47	4,354.82	111.95	513.04	363.48	292.29	5,863.05	96.97
Redding	22.80	85.79	1,944.06	42.21	163.97	137.07	71.59	2,444.69	107.22
Rincon	21.65	81.45	2,514.41	40.09	461.89	130.15	69.45	3,297.44	152.31
Sanchez	68.51	257.77	5,116.85	126.85	498.79	411.87	336.20	6,748.33	98.50
San Miguel	22.11	83.18	1,711.13	40.93	246.11	132.92	39.71	2,253.98	101.94
Sarah B. Cooper	60.66	228.23	4,493.92	112.32	841.88	364.68	324.68	6,365.71	104.94
Sheridan	24.13	90.79	2,618.53	44.68	236.06	145.07	122.45	3,257.58	135.00
Sherman	57.59	216.67	4,730.27	106.63	497.21	346.22	153.75	6,050.75	105.07
Spring Valley	31.10	117.01	2,662.24	57.58	269.32	186.97	201.64	3,494.76	112.37
Starr King	23.65	88.99	1,775.10	43.79	308.26	142.18	133.19	2,491.51	105.35
Sunnyside	34.01	127.96	2,486.63	62.97	298.72	204.47	152.64	3,333.39	98.01
Sutro	32.95	123.98	2,191.85	61.01	356.51	198.09	71.30	3,002.74	91.13
Twin Peaks	8.94	33.64	1,905.39	16.56	209.44	53.75	157.01	2,375.79	265.75
Visitacion Valley	26.27	98.84	1,855.58	48.63	248.54	157.93	101.22	2,510.74	95.57
Washington Irving	24.96	93.91	1,628.54	46.22	213.31	150.06	95.90	2,227.94	89.26
West Portal	65.98	248.24	4,159.57	122.17	520.99	396.66	339.10	5,786.73	87.70
Winfield Scott	78.84	296.63	5,271.95	145.97	534.44	473.98	194.77	6,917.74	87.74
Yerba Buena	22.12	83.22	5,030.74	40.96	238.61	132.99	53.14	5,579.66	252.25
TOTAL	2,642.41	$9,941.95	$200,244.13	$4,892.63	$24,942.57	$15,885.80*	$12,244.82	$268,151.90	$101.48
AVERAGE	36.70	138.08	2,781.17	67.95	346.42	220.64	170.07	3,724.33	101.48

*Includes contributions to Retirement System.

Special School Tax Expenditures for Fiscal Year from July 1, 1934 to June 30, 1935

Schools	Lands	Plans	Buildings	Equipment	Repairs to Schools	Earthquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Total
George Washington High		$ 102.38		—$701.40				$ 599.02
Polytechnic High			$ 105.97					105.97
Repairs to High Schools					$66,517.88			66,517.88
Earthquake Survey and Reconstruction to High Schools						$226,584.82		226,584.82
Fire Damage Repairs and Replacements to High Schools							$20,764.91	20,764.91
TOTAL HIGH SCHOOLS		$ 102.38	$ 105.97	—$701.40	$ 66,517.88	$226,584.82	$20,764.91	$ 313,374.56
Marina Junior High		$ 13.41						$ 13.41
Repairs to Junior High Schools					$ 37,229.68			37,229.68
Earthquake Survey and Reconstruction to Junior High Schools						$ 43,368.81		43,368.81
TOTAL JUNIOR HIGH SCHOOLS		$ 13.41			$ 37,229.68	$ 43,368.81		$ 80,611.90
Francis Scott Key	$13,643.70							$ 13,643.70
Glen Park		—$ 7,449.22	$ 7,721.47					272.25
Miraloma	45.00							45.00
Patrick Henry	24,160.33							24,160.33
Rincon	—5,200.00							—5,200.00
Visitacion Valley	1,584.60	—5,000.00	7,304.00					3,888.60
Sunshine	21,669.68							21,669.68
Repairs to Elementary Schools					$159,688.70			159,688.70
Earthquake Survey and Reconstruction to Elementary Schools						$399,434.31		399,434.31
Fire Damage Repairs and Replacements to Elementary Schools							$ 713.04	713.04
TOTAL ELEMENTARY SCHOOLS	$55,903.31	—$12,449.22	$15,025.47		$159,688.70	$399,434.31	$ 713.04	$ 618,315.61
Gardeners' Equipment				21.00				21.00
GRAND TOTAL	$55,903.31	—$12,333.43	$15,134.44	—$680.40	$263,436.26	$669,387.94	$21,477.95	$1,012,323.07

Cash Balances in Various Funds as of June 30, 1935

To the Credit of—	School House Bond 1934	Special School Tax	Common School Fund	Total
Senior High Schools	$ 584,784.27	$250,974.76	$ 54,988.83	$ 890,747.86
Junior High Schools	580,295.15	24,778.20	24,822.18	629,895.53
Elementary Schools	1,352,553.07	193,828.57	178,745.73	1,725,127.37
Revolving Fund	.....	.....	250.00	250.00
TOTAL	$2,517,632.49	$469,581.53	$258,806.74	$3,246,020.76

List of School Sites and Buildings

Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
HIGH SCHOOLS									
2194, 2195							Plans not started.		
2326, 2327	Abraham Lincoln	704,000	$ 257,792.13	.....	.....				
6958, 6960	Balboa	455,960	159,257.52	1928	$ 356,274.50	B	Reinforced concrete	Cement plaster; cast stone and terra cotta trim	1st unit, academic and shop bldgs.
		.....	.....	1930	375,238.82	B	Reinforced concrete	Cement plaster; cast stone	2nd unit, gymnasium shop addn.
		.....	.....	1931	689,598.63	B	Reinforced concrete	Cement plaster; cast stone	3rd unit, academic bldg. and athletic field
						A	Auditorium—steel frame		
454 & 475	Galileo	211,200	233,478.55	1924	652,774.27	B	Reinforced concrete	Cement plaster; cast cement trim	1st unit
						B	Auditorium—reinforced concrete.		
		.....	.....	1927	163,730.79	B	Reinforced concrete	Cement plaster	Athletic field and gymnasium bldg.
		.....	.....	1927	521,448.75	B	Reinforced concrete	Cement plaster; cast cement	3rd unit
1513, 1514									
1573, 1574	George Washington	681,899	498,105.41	193–	260,831.21	B	Reinforced concrete	Finished concrete; cast cement and terra cotta trim	1st unit, academic building under construction
705	Girls	93,844	*	1913	411,610.01	C	Steel frame, wood joist	Brick	Original building
						C	Auditorium — Steel frame, wood joist.		
		.....	.....	1932	272,430.86	C	.....	.....	Alterations to original bldg.
						A	Gymnasium—steel frame	Brick.	

List of School Sites and Buildings—(Continued)

HIGH SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
810 & 815	High of Commerce..	211,613	963,487.50	1910	261,635.28	A	Steel frame	Pressed brick; terra cotta trim	Original building
		.....	.....	1926	53,595.43	....	Wooden bleachers, concrete wall	Cement plaster	Athletic field, etc.
		.....	.....	1927	41,898.33	....	Interior alterations		Cafeteria
		.....	.....	1927	1,047,673.41	B	Reinforced concrete	Cement plaster; terra cotta trim	Addition
						A	Auditorium—steel frame.		
1196	Lowell	104,844	117,851.81	1912	346,703.59	C	Steel frame, wood joist	Brick.	
						C	Assembly hall—steel frame, wood joist.		
823	Lowell Annex (Denman)	60,672	95,261.79	1910	191,009.84	B	Steel frame, reinforced concrete floor slabs	Brick.	
3579	Mission	118,907	166,774.68	1924	389,338.02	B	Reinforced concrete	Cement plaster; cast cement trim	Shop building
		.....	.....	1927	1,082,311.09	B	Reinforced concrete	Cement plaster; cast cement trim	Main building
						A	Auditorium—steel frame.		
1265	Polytechnic	139,484	78,222.50	1912	243,814.11	B	Reinforced concrete	Cement plaster	Shop building
		.....	.....	1916	491,874.43	B	Steel frame, reinforced concrete floors	Pressed brick; terra cotta trim	Main building
						B	Auditorium—Steel frame.		
		.....	.....	1929	181,389.88	A	Steel frame, concrete floors.	Cement plaster and brick; terra cotta trim	Addition — gymnasium, etc.
		.....	.....	193–	105.97	....	Plans for Girls' Gymnasium being prepared.		
3554	Continuation School	36,400	1,350.00	1909	173,503.16	A	Steel frame	Pressed brick; terra cotta trim.	
						A	Auditorium—steel frame.		
JUNIOR HIGH SCHOOLS									
3265, 3266	Aptos	119,890	$ 77,329.00	1931	$ 700,339.66	B	Reinforced concrete	Cement plaster; cast stone trim	
						A	Auditorium—steel frame.		
5714	Bernal	116,597	240,805.98	193–	7,200.00	....	Plans made; work held in abeyance owing to lack of funds.		
3565	Everett	183,279	452,383.66	1928	1,003,182.47	B	Reinforced concrete	Cement plaster; cast cement and faience tile trim.	
						A	Auditorium—steel frame.		
40 & 53	Francisco	78,389	111,838.00	1925	33,161.66	E	Wood frame	Corrugated galvanized iron and rustic	Addition and shop
		.....	.....	1926	249,007.91	B	Reinforced concrete	Cement plaster	Main building
						A	Auditorium—steel frame.		
		.....	.....	1926	23,162.18	E	Wood frame	Rustic	Addition
		.....	.....	1931	206,434.43	B	Steel frame, wood partitions..	Cement plaster	Addition - - gymnasium, etc.

List of School Sites and Buildings—(Continued)

JUNIOR HIGH SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
3643	Horace Mann	106,808	$ 230,060.29	1924	$ 441,904.66	B	Reinforced concrete	Cement plaster; terra cotta trim	
						B	Auditorium—reinforced concrete, steel trusses.		
3636	Horace Mann Annex (Agassiz)	32,800	29,181.08	1892	31,500.00	E	Wood frame	Rustic.	
6547	James Lick	127,680	272,718.44	1932	632,288.28	B	Reinforced concrete	Cement plaster; cast stone trim.	
						A	Auditorium—steel frame.		
768	John Swett	51,675	105,495.59	1912	105,354.22	C	Steel frame, wood joist	Brick	Original building
				1929	16,197.56	C	Masonry walls, wood rafters	Brick	Shop addition
436A	Marina	296,227	234,352.00	193–	87,552.26	B	Reinforced concrete	Finished concrete; cast cement and terra cotta trim	1st academic unit and gymnasium under constn.
						A	Gymnasium—steel frame.		
5983, 5984	Portola	192,000	116,519.04	1910	97,042.23	C	Reinforced concrete, wood joist	Cement plaster	Original building
				1928	494,371.43	B	Reinforced concrete	Cement plaster; cast cement trim	Addition
1461	Presidio	144,000	2,403.00	1930	798,907.22	B	Reinforced concrete	Cement plaster; cast stone trim.	
						A	Auditorium—steel frame.		
1061	Roosevelt	65,780	60,508.14	1930	588,949.27	B	Reinforced concrete	Brick veneer.	
						A	Auditorium—steel frame.		
ELEMENTARY SCHOOLS									
739	Adams	16,500		1911	94,739.36	C	Steel frame, wood joist	Brick	
1411	Alamo	60,000	79,078.07	1926	399,766.47	B	Reinforced concrete	Brick; terra cotta trim.	
							Auditorium—steel frame.		
2773	Alvarado	79,247	94,796.60	1926	323,942.91	B	Reinforced concrete	Cement plaster; cast stone and terra cotta trim	
1194	Andrew Jackson	55,000	100,859.86	1924	159,993.87	B	Reinforced concrete	Cement plaster.	
1627	Argonne	68,520	38,961.50	1920	124,621.66	E	Wood frame	Brick veneer	
5356	Bay View	70,000	10,280.00	1908	126,301.69	C	Steel frame, wood joists	Cement plaster.	
5707	Bernal	43,094	14,602.50	1886	30,150.00	E	Wood frame	Rustic	Original building
				1908	2,715.36	....	Alterations to original bldg.		
				1922	41,447.63	E	Wood frame	Rustic; fire resistant shingles	Addition
4994	Bret Harte	60,602	10,090.00	1911	22,435.41	E	Wood frame	Rustic; fire resistant shingles	Original building
				1926	43,430.72	E	Wood frame	Rustic	Addition
4151	Bryant	30,000	*	1910	106,306.15	E	Concrete foundation, wood frame	Cement plaster.	

List of School Sites and Buildings—(Continued)

ELEMENTARY SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
4023	Buena Vista	20,000	*	1880	$ 30,067.51	E	Wood frame	Rustic.	
5310	Burnett	40,000	$ 13,415.00	1910	54,372.92	E	Concrete foundation, wood frame	Cement plaster	
1620	Cabrillo	36,000	*	1925	80,427.94	E	Wood frame	Shiplap & cement plaster.	
6075	Cleveland	60,000	13,375.00	1911	64,782.24	E	Concrete foundation, wood frame	Cement plaster.	
1858	Columbus	75,160	33,970.50	1914	74,442.75	C	Steel frame, wood joist	Brick	Original building
		.....	.....	1923	63,385.85	C	Concrete frame, wood joist	Brick	Addn., auditorium and class rooms
3256	Commodore Sloat	194,166	73,873.80	1922	172,254.07	E	Wood frame, concrete stairs	Cement plaster	Original building
		.....	.....	1927	126,648.16	E	Wood frame, concrete stairs	Cement plaster	Addition
192 & 211	Commodore Stockton	34,031	42,966.45	1915	107,081.15	C	Steel frame, concrete foundation	Brick	Original building
		.....	.....	1924	104,760.92	B	Reinforced concrete	Cement plaster; cast stone trim	Annex
4066	Daniel Webster	55,000	61,064.50	1917	146,305.20	C	Steel frame, wood joist	Brick	Original building
		.....	.....	1928	11,136.20	E	Wood frame	Brick veneer	Shop for Junior High classes
2697	Douglas	28,005	26,647.00	1895	31,277.32	E	Wood frame	Rustic.	
1243	Dudley Stone	53,906	94,974.13	1926	394,118.20	B	Reinforced concrete	Cement plaster; terra cotta trim	
3630	Edison	80,275	254,950.90	1927	356,291.12	B	Reinforced concrete	Cement plaster;cast stone trim	
5985	Edward Robeson Taylor	96,000	15,230.80	1924	180,682.52	E	Wood frame	Cement plaster	Original building
		.....	.....	1929	115,813.60	B	Reinforced concrete	Cement plaster	Addition
1027	Emerson	37,813	17,638.29	1923	186,011.80	B	Reinforced concrete	Cement plaster.	
3759	Ethan Allen	50,188	127,825.50	1907	7,800.00	E	Wood frame	Rustic.	
6012	Excelsior	60,000	27,682.32	1911	82,772.79	C	Steel frame, wood joist	Brick	Original building
		.....	.....	1920	45,174.46	C	Steel frame, wood joist	Brick	Addition
6657	Fairmount	120,870	102,729.01	1918	158,424.18	E	Wood frame	Brick veneer	
6985	Farragut	61,875	12,642.50	1911	103,276.16	E	Concrete foundation, wood frame	Cement plaster	
1797	Francis Scott Key	60,000	11,646.49	1908	56,075.04	E	Wood frame	Shingles	Original building
		.....	.....	1927	110,029.66	E	Wood frame	Cement plaster and half timber	Addition
1888	Francis Scott Key (New)	90,000	13,643.70	193–	12,271.67	B	Reinforced concrete	Cement plaster; terra cotta and cement plaster ornamentation	New building
3758	Franklin	37,625	5,200.00	1911	76,214.83	E	Wood frame	Cement plaster.	

List of School Sites and Buildings—(Continued)

ELEMENTARY SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
1638	Frank McCoppin	42,000	$ 9,801.43	1910	$ 106,294.69	E	Concrete foundation, wood frame	Cement plaster and brick.	
1157	Fremont	28,594	9,933.50	1892	35,873.00	E	Wood frame	Rustic.	
87	Garfield	40,047	14,489.45	1910	111,784.03	E	Concrete foundation, wood frame	Cement plaster.	
105	Garfield Annex	18,906	*	1918	19,579.00	E	Wood frame	Shingles.	
1067	Geary	51,862	83,301.10	1930	130,174.62	B	Reinforced concrete	Cement plaster.	
1427	George Peabody	36,000	*	1911	80,693.02	E	Wood frame	Cement plaster and brick	Original building
		.....	.....	1924	5,640.88	....	Alterations		3 classrooms provided
6757	Glen Park	80,000	5,616.00	1908	49,488.10	E	Wood frame	Shingles	Original building
		.....	.....	1914	87,920.72	E	Wood frame	Shingles	Addition
		.....	.....	1926	17,432.00	....	Alterations		New heating system and moving building
		.....	.....	193–	17,896.18	B	Reinforced concrete	Cement, plaster; terra cotta, tile and cast concrete ornamentation	New building
753	Golden Gate	28,359	25,767.75	1908	70,121.77	C	Steel frame, wood joist	Brick	Original building
		.....	.....	1928	10,420.06	....	Alterations		New heating system
617	Gough	17,557	*	1923	57,005.75	E	Wood frame, concrete stairs	Cement plaster.	
963	Grant	34,689	44,720.00	1921	287,598.73	B	Reinforced concrete frame, tile curtain walls	Cement plaster.	
1281	Grattan	50,894	28,575.00	1911	69,786.17	E	Wood frame	Shiplap.	
6440	Guadalupe	88,081	27,932.66	1922	82,869.32	E	Wood frame, concrete stairs	Cement plaster	Original building
		.....	.....	1927	123,214.31	E	Wood frame, concrete stairs	Cement plaster	Addition
92	Hancock	29,475	32,847.50	1911	166,321.20	B	Steel frame, reinforced concrete floors	Pressed brick; terra cotta trim	Original building
		.....	.....	1923	36,163.89	B	Reinforced concrete	Cement plaster	Addition
3638	Hawthorne	69,515	109,228.40	1926	278,710.86	B	Reinforced concrete Auditorium—reinforced concrete.	Cement plaster; terra cotta trim	
875	Hearst	18,906	*	1888	25,007.00	E	Wood frame	Rustic.	
5911	Hillcrest	93,490	8,900.00	1919	15,448.33	E	Wood frame	Clapboards; fire resistant shingles.	
4107, 4124	Irving M. Scott	30,000	*	1895	35,360.00	E	Wood frame	Rustic.	
148	Jean Parker	26,898	27,015.00	1911	174,491.57	B	Steel frame, reinforced concrete floor slabs	Brick.	

List of School Sites and Buildings—(Continued)

ELEMENTARY SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
1773	Jefferson	82,500	$ 26,924.80	1921	$ 283,136.63	E	Wood frame	Brick veneer	Original building
		.....	.....	1929	93,040.79	E	Wood frame	Brick veneer	Addition
						A	Auditorium — steel frame, brick.		
841	John Muir	46,975	138,071.81	1928	322,907.70	B	Reinforced concrete Auditorium—reinforced concrete.	Cement plaster; cast stone and terra cotta trim.	
5718	Junipero Serra	34,643	23,905.00	1911	92,922.59	E	Concrete foundation, wood frame	Cement plaster.	
6640	Kate Kennedy	41,040	31,949.95	1911	102,370.57	E	Concrete foundation, wood frame	Cement plaster	
1579	Lafayette	74,400	44,768.80	1927	386,215.87	B	Reinforced concrete Auditorium—reinforced concrete.	Cement plaster; terra cotta trim.	
1761	Laguna Honda	48,000	15,448.00	1909	113,041.17	C	Steel frame, wood joists	Brick.	
1876	Lawton	90,000	36,675.00	.....	†	....	Bungalows in use.		
		.....	.....	193–	39,145.76	B	Reinforced concrete	Cement plaster; glazed tile and glass building block trim	New building
5503	Le Conte	64,153	38,148.98	1926	310,902.04	B	Reinforced concrete	Cement plaster.	
3752	Lincoln	37,325	43,671.28	1911	75,537.96	E	Concrete foundation, wood frame	Cement plaster.	
6474	Longfellow	89,247	36,816.00	1911	78,675.38	E	Concrete foundation, wood frame	Cement plaster	Original building
1014	Madison	36,710	43,730.50	1910	87,945.72	E	Reinforced concrete basement, wood frame	Cement plaster	Original building
		.....	.....	1927	104,147.36	B	Reinforced concrete Auditorium—reinforced concrete.	Cement plaster	Addition
3553	Marshall	33,900	33,580.82	1914	83,837.14	E	Wood frame, concrete stairs	Cement plaster.	
4068	Matt I. Sullivan	32,500	838.06	193–	4,860.00	....	Plans made; work held in abeyance owing to lack of funds.		
2612	McKinley	73,600	35,309.23	1910	112,343.18	E	Concrete foundation, wood frame	Cement plaster	Original building
2965A, 2966A	Miraloma Park	96,400	145.00	193–	.....	E	Wood frame	Cement plaster	Additions and alterations
		.....	.....	1922	59,322.46	....	Plans not started.		
6010	Monroe	120,000	63,422.11	1919	186,590.06	E	Wood frame	Brick.	
588	Pacific Heights	38,361	118,969.19	1924	288,466.58	B	Reinforced concrete	Cement plaster.	

List of School Sites and Buildings—(Continued)

ELEMENTARY SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
2425	Parkside	90,000	$ 24,010.00	1922	$ 146,570.89	E	Wood frame	Cement plaster, half timber	Original building
		.....	.....	1926	67,221.20	E	Wood frame, concrete stairs. Auditorium—wood frame.	Cement plaster, half timber	Annex
4029	Patrick Henry	38,000	24,160.33	1913	66,435.70	E	Wood frame	Shiplap.	
		.....	.....	193–	9,263.17	B	Reinforced concrete	Finished concrete; concrete ornamentation	New building
5702, 5728	Paul Revere	66,500	48,069.00	1917	29,924.00	E	Wood frame	Shiplap	Original building
		.....	.....	1928	195,627.75	B	Reinforced concrete	Cement plaster	Addition
724	Raphael Weill	49,500	214,109.19	1927	359,363.24	B	Reinforced concrete. Auditorium—steel frame.	Cement plaster; terra cotta trim.	
668	Redding	24,000	6,169.00	1917	144,523.74	C	Steel frame, wood joist. Auditorium—steel, wood.	Brick.	
3763	Rincon	24,660	4,392.45	1910	2,400.00	E	Wood frame	Rustic.	
3565	Sanchez	72,921	174,651.59	1927	306,592.94	B	Reinforced concrete. Auditorium—reinforced concrete.	Cement plaster; cast cement trim.	
6962	San Miguel	82,196	39,284.75	1929	119,504.97	E	Concrete foundation, wood frame	Cement plaster; cast stone trim.	
72	Sarah B. Cooper	30,613	41,995.00	1915	103,113.67	B	Reinforced concrete	Cement plaster	Original building
		.....	.....	1924	9,181.95	....	Alterations		2 class rooms and auditorium provided in basement
7105	Sheridan	70,000	19,360.87	1910	107,699.60	E	Concrete foundation, wood frame	Cement plaster.	
545	Sherman	75,625	79,198.93	1928	348,714.03	B	Reinforced concrete	Cement plaster; terra cotta and cast stone trim.	
186	Spring Valley	41,250	47,418.22	1912	119,722.67	B	Steel frame, reinforced concrete floor slabs	Brick	Original building
		.....	.....	1923	87,521.30	B	Reinforced concrete	Brick	Addition
		.....	.....	1926	9,862.25	....	Alterations		3 class rooms added
4278	Starr King	40,000	31,283.73	1913	65,811.76	E	Wood frame, concrete stairs.	Shakes.	
		.....	.....	1935	8,950.27				Fire escapes and yard work
3121	Sunnyside	64,688	24,828.31	1908	38,642.57	D	Wood joist, brick walls	Cement plaster	Original building
		.....	.....	1927	224,170.23	B	Reinforced concrete. Auditorium—reinforced concrete.	Cement plaster; cast stone trim	Addition
3579	Sunshine	16,856	35,859.88	1930	13,474.56	E	Wood frame	Cement plaster	†Addition to bungalows

List of School Sites and Buildings—(Continued)

ELEMENTARY SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
4273	Sunshine-Buena Vista	39,000	$ 21,669.68	193–	$ 3,873.89	....	Plans completed.		
1421	Sutro	42,000	7,189.97	1910	108,346.49	E	Concrete foundation, wood frame	Cement plaster and brick.	
2387	39th & Ulloa	78,000	37,835.93	.....	.....	....	No plans started.		
2718	Twin Peaks	47,134	6,620.00	1919	26,964.68	E	Wood frame	Rustic, boards and battens.	
213	Ungraded Primary	28,359	26,049.00	1909	104,076.52	C	Steel frame, wood joists	Brick.	
6254	Visitacion Valley	56,003	7,534.60	1911	52,509.73	E	Wood frame	Shiplap.	
		.....	.....	1934	7,304.00	....	Moving building.		
		.....	.....	193–	53,831.04	B	Reinforced concrete	Cement plaster; terra cotta tile and cast stone ornamentation	New building
143	Washington Irving	27,557	85,119.50	1914	81,766.70	C	Steel frame, wood joist	Brick	Original building
		.....	.....	1924	12,075.74	....			Yard work
2979	West Portal	118,313	78,953.50	1927	175,738.65	B	Reinforced concrete	Cement plaster; cast stone and faience tile trim	Original building
		.....	.....	1932	137,386.76	B	Reinforced concrete	Cement plaster; cast stone and faience tile trim	Addition
920	Winfield Scott	75,625	77,568.06	1930	197,708.32	B	Reinforced concrete	Cement plaster.	
509	Yerba Buena	55,500	48,365.50	1911	57,619.70	E	Wood frame	Cement plaster	Original building
		.....	.....	1923	96,810.15	E	Wood frame, concrete stairs	Cement plaster	Annex
		.....	.....	1924	7,225.00	....	Alterations		Lathing and plastering original bldg. to match annex
MISCELLANEOUS BUILDINGS									
739	§Adams Annex	9,900	25,228.88	1923	62,829.16	B	Reinforced concrete	Cement plaster.	
757	Henry Durant	25,185	12,485.15	1877	18,294.00	E	Wood frame	Rustic.	
93	‡Michelangelo	18.906	*	1906	8,200.00	E	Wood frame	Rustic.	
853	Moulder	16,500	23,000.00	1884	21,100.00	E	Wood frame	Rustic.	
3520	Warehouse	33,050	10,305.72	1921	140,467.69	B	Reinforced concrete	Brick	Original building
		.....	.....	1928	74,533.93	A	Steel frame	Brick	Addition
MISCELLANEOUS LANDS		2,295,074	290,186.70	.....	.....	....	This property consists of eighty (80) sites.		
	TOTALS		$8,536,726.29		$27,106,754.08				

*This property reserved for school purposes from Outside Lands, donations, etc.
†Bungalows provided out of repair fund.
‡May 10, 1928, permission given Playground Commission to use for playground purposes.
§Building now being used as a Police Station.

20 wood frame schools over 30 years old (1880 to 1911)

Schedule of
DIRECTORS, SUPERVISORS, PRINCIPALS, VICE-PRINCIPALS, AND TEACHERS, WITH SALARIES PAID

(Based on December 1934-35 Salary Schedule)

DAY HIGH SCHOOLS

		Salary Per Year
6	Principals	$4,653.75
1	Principal	4,380.00
12	Vice-Principals	3,558.75
1	Vice-Principal	2,993.74
37	Teachers	3,087.90
355	Teachers	2,993.74
33	Teachers	2,904.04
1	Teacher	2,881.61
19	Teachers	2,713.42
2	Teachers (junior high rate)	2,702.21
13	Teachers	2,623.73
1	Teacher (junior high rate)	2,534.02
17	Teachers	2,522.81
22	Teachers	2,433.11
24	Teachers	2,242.50
1	Teacher (junior high rate)	2,208.86
15	Teachers	2,152.80
12	Teachers	2,097.60
1	Teacher (junior high rate)	1,915.20
40	Teachers	1,903.80
1	Teacher (junior high rate)	1,737.00
1	Teacher (not full time)	1,545.93
1	Teacher (not full time)	1,216.56
2	Teachers (not full time)	951.90
4	Teachers (not full time)	600.00
2	Teachers (per day)	6.50
624		

SAN FRANCISCO CONTINUATION SCHOOL

		Salary Per Year
1	Principal	$4,106.25
1	Vice-Principal	2,489.18
19	Teachers	2,702.21
4	Teachers	2,623.73
1	Teacher	2,534.03
1	Teacher	2,377.05
5	Teachers	2,287.35
1	Teacher	2,208.86
5	Teachers	2,130.38
1	Teacher	1,995.00
2	Teachers	1,915.20
1	Teacher	1,835.40
3	Teachers	1,737.00
45		

EVENING HIGH SCHOOLS

		Salary Per Year
2	Principals	$1,918.02
3	Principals	1,404.15
1	Teacher	1,552.56
1	Teacher	1,294.71
29	Teachers	1,187.37
2	Teachers	1,095.36
3	Teachers	990.21
54	Teachers	963.87
11	Teachers	889.17
38	Teachers	803.81
8	Teachers	733.38
6	Teachers	611.60
32	Teachers	495.90
36	Teachers	413.56
3	Teachers	258.43
2	Teachers	215.52
1	Teacher (per evening)	3.50
232		

JUNIOR HIGH SCHOOLS

		Salary Per Year
6	Principals	$4,106.25
3	Principals	3,878.12
10	Vice-Principals	3,153.60
1	Vice-Principal	2,982.53
1	Vice-Principal	2,657.36
3	Vice-Principals	2,489.17
1	Vice-Principal	2,242.50
88	Teachers	2,702.21
58	Teachers	2,623.73
40	Teachers	2,534.02
11	Teachers	2,377.05
11	Teachers	2,287.35
11	Teachers	2,208.86
11	Teachers	2,130.38
9	Teachers	1,995.00
12	Teachers	1,915.20
21	Teachers	1,835.40
91	Teachers	1,737.00
2	Teachers (per day)	6.50
390		

DAY ELEMENTARY SCHOOLS

		Salary Per Year
22	Principals	$3,668.25
30	Principals	3,394.50
16	Principals	3,120.75
1	Principal	2,691.00
18	Vice-Principals	2,836.76
24	Vice-Principals	2,780.70
4	Vice-Principals	2,691.00
4	Vice-Principals	2,634.94
1	Vice-Principal	2,567.66
1	Vice-Principal	2,433.11
1	Vice-Principal	2,276.14
1	Teacher	2,780.70
1	Teacher	2,522.81
636	Teachers	2,410.69
1	Teacher	2,388.26
98	Teachers	2,343.41
95	Teachers	2,276.14
50	Teachers	2,208.86
14	Teachers	2,097.60
18	Teachers	2,029.20
5	Teachers	1,960.80
39	Teachers	1,881.00
60	Teachers	1,744.20
67	Teachers	1,682.96
56	Teachers	1,621.20
98	Teachers	1,500.00
15	Teachers	1,447.50
2	Teachers (per day)	5.00
1378		

Schedule of DIRECTORS, SUPERVISORS, PRINCIPALS, VICE-PRINCIPALS, AND TEACHERS, WITH SALARIES PAID—(Continued)

(Based on December 1934-35 Salary Schedule)

SPECIAL SCHOOLS

		Salary Per Year
3	Principals	$3,120.75
1	Principal	2,691.00
1	Vice-Principal	2,780.70
15	Teachers	2,410.69
2	Teachers	2,343.41
3	Teachers	2,276.14
1	Teacher	2,208.86
3	Teachers	2,029.20
1	Teacher	1,744.20
1	Teacher	1,682.96
2	Teachers	1,500.00
2	Teachers	1,447.50
1	Teacher (per day)	5.00
36		

SPECIAL SUBJECTS

		Per Year Salary
4	Directors	$4,106.25
2	Assistants to Director	3,083.44
2	Supervisors	3,558.75
2	Supervisors	3,083.44
3	Supervisors	2,836.76
1	Supervisor (not full time)	1,779.38
1	Teacher	2,993.74
2	Teachers	2,702.21
1	Teacher	2,691.00
3	Teachers	2,623.73
1	Teacher	2,545.24
16	Teachers	2,410.69
1	Teacher	2,343.41
2	Teachers	2,287.35
2	Teachers	2,130.38
1	Teacher	2,097.60
1	Teacher	1,960.80
1	Teacher	1,915.20
2	Teachers	1,737.00
1	Teacher (not full time)	1,654.80
4	Teachers	1,447.50
1	Teacher (not full time)	1,418.40
1	Teacher (not full time)	1,395.20
1	Teacher	900.00
1	Teacher (not full time)	800.00
1	Teacher (not full time)	600.00
1	Teacher (not full time)	480.00
1	Teacher (not full time)	300.00
1	Teacher (not full time)	80.00
24	Teachers (per hour)	1.50
85		

ADMINISTRATIVE OFFICES

Bureau of Attendance and Guidance

		Salary Per Year
1	Supervisor	$3,878.13

Bureau of Service

1	Director	$4,380.00
1	Teacher	3,197.40
1	Teacher	2,993.74
1	Teacher	2,410.69
4		

Bureau of Texts and Libraries

1	Supervisor	$3,878.13
1	Teacher Librarian	2,993.74
1	Teacher Librarian	2,343.41
1	Teacher Librarian	2,152.80
4		

Superintendent's Office—Personnel

1	Director	$4,380.00

Superintendent's Office—Publications

1	Director	$4,380.00

RECAPITULATION

Day High Schools	624
San Francisco Continuation School	45
Evening High Schools	232
Junior High Schools	390
Day Elementary Schools	1,378
Special Schools	36
Special Subjects	85
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Bureau of Service	4
Bureau of Texts and Libraries	4
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Statistical Supplement to the Annual Report of the Superintendent
of San Francisco Public Schools for the year ending June 30, 1936

SAN FRANCISCO BOARD OF EDUCATION

*C. Harold Caulfield, *President*

Philip Lee Bush
William F. Benedict
Charles A. Derry
Mrs. Lloyd W. Dinkelspiel
Richard E. Doyle
†Mrs. Edwin R. Sheldon
Vice-President

J. A. Ormond, *Secretary*

Superintendent and Deputies

Joseph P. Nourse	*Superintendent of Schools*
John F. Brady	*Chief Deputy Superintendent*
David P. Hardy	*Deputy Superintendent*
Howard McDonald	*Deputy Superintendent*
John C. McGlade	*Deputy Superintendent*
Miss Bertha E. Roberts	*Deputy Superintendent*

* President, calendar years 1935-36.
† Vice-president, calendar years 1935-36.

To the Honorable, the Commissioners of Education
of the San Francisco Unified School District.

Ladies and Gentlemen:

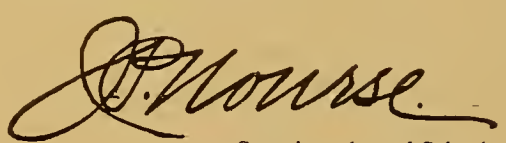
UNDER date of June 16, 1936, Dr. Edwin A. Lee, then superintendent of San Francisco Public Schools, transmitted to the Board of Education a report covering the activities of the schools during his incumbency as superintendent from December 15, 1933 to July 1, 1936, when his resignation became effective, to accept the directorship of the National Occupational Conference with offices in New York.

The report included the statistical section covering the school year 1934-35. The pages which follow contain an account of income and expenditures for the fiscal year 1935-36.

In reviewing this supplement, reference should be made to previously issued companion material contained in Dr. Lee's June 1936 report beginning at page 137.

Total budget for the year 1936-37, which was passed after the issuance of the main report, calls for the expenditure of $10,496,165, an increase of $329,070 over the previous school year 1935-36. These figures supplement those contained on page 137, titled "Tentative Budget for Operation and Maintenance, 1936-37."

Respectfully submitted,



Superintendent of Schools.
Unified School District.

San Francisco
December 1, 1936.

Review of Expenditures Shows Economy of Operation

SAN FRANCISCO PUBLIC SCHOOLS

TOTAL expenditures of the San Francisco Public Schools for the year 1935-36 were $13,514,616.05, an increase of $2,031,668.34 over the previous school year. An analysis of the increase shows that a total of $3,818,436.43 was provided for capital outlays, an increase of $1,516,401.75 when compared to the expenditure in the same division for the preceding year. The increase in capital outlays was made necessary by the erection and equipment of new schools described on Page 123 of the main report, the principal funds for which were provided from the sale of bonds, and federal aid through the Public Works Administration. The remainder of the increase, $515,266.59, was used toward defraying the cost of complete restoration of teachers' salaries to the 1931 level.

The cost of operating and maintaining the schools for the year 1935-36 was $9,696,179.62, an increase of $515,266.59 when compared to the expenditures in the same division for the previous year.

The major item of expense in this subdivision was $7,441,085.35 expended for principals', teachers', supervisors' and janitors' salaries. Other items included:

General supplies	$419,066.69
Upkeep of school buildings	801,196.24
Cost of Administration	276,789.16
Other expenses—health service, junior college tuition, contributions to Retirement System, rents, insurance, etc.	758,042.18

State Aid Increased

The total expenditure for teachers' salaries alone during 1935-1936 was $6,897,026.97, an increase of $636,837.84, due to final restoration of percentage salary cuts, a portion having been restored as of July 1, 1934.

The total amount actually expended for land, buildings and equipment was $2,171,428.93 which was divided as follows:

Cost of land for school sites	$ 12,212.99
Construction of buildings	2,090,318.21
Purchase of equipment	68,897.73

Maximum taxes permitted by the California School Code in any school district within any school year are as follows:

Expenditures Below Minimum

	Each $100 Assessed Valuation
For Kindergartens	15 cents
For Elementary School Operation	30 cents
For Elementary School Buildings	70 cents
For All Purposes in High Schools	75 cents
Total	$1.90

Combined levies in the San Francisco District for all purposes at all levels, including appropriations for building construction, but excluding bond issues, bond interest and redemption, was 64 cents of a possible $1.90 for 1935-36 and 66¼ cents for 1936-37.

During the fiscal year 1935-36 the income of the Board of Education from all sources was $12,048,470.79 against an expenditure of $13,514,616.05. The difference of $1,466,145.26 was drawn from cash balances in various funds unexpended from previous years.

Of the entire amount, $4,573,527.86 was received from the State of California on the basis of average daily attendance in the elementary, junior and senior high schools of the city; $103,105.54 was represented by income from properties owned by

the Board of Education; $102,965.23 was received from the Board of Health as an interdepartmental payment against health service rendered in the schools; $10,642.44 was remitted to the San Francisco Public Schools by the Federal Government as a payment for instruction under the Smith-Hughes Act; $26,700.00 was received from the sale of lands; $3,942.29 was received from the sale of buildings; $2,844.92 was received from fire insurance; $569,090.55 was received as a grant from the Federal government; and $11,327.21 was derived from other sources. The balance of the income, $6,644,324.75, was received from the City and County of San Francisco.

Discussing the increase in school expenditures, Hon. C. Harold Caulfield, president of the Board of Education, said recently:

"It is easy to explain why the school budgets of today are greater than those of a generation ago. In the first place, the cost of everything has gone up. Very few live in the dwelling houses that sufficed twenty years ago. The ever increasing needs of the recurring years call for greater and greater disbursements by individuals and by governments alike. By law, the compulsory school age has been constantly increased —it is 18 years in California; by law school curriculum has been augmented. The legal requirement of compulsory physical education, so necessary and so valuable, calls not only for additional instructors but for extensive equipment, buildings, and land as well. Parents, legally and naturally, recognized as entitled to a voice in the child's education, demand not only a drilling in the fundamentals so dear to the hearts of us all, but likewise insist that vocational subjects be made available. This demand of the parents is buttressed by the needs of our economic world. The content, the type, and the extent of such courses and at what point in our plan they may properly appear, may all be debatable subjects, but the fact remains that such instruction somewhere in the curriculum, and in some of our schools is demanded and is proper.

Source of Revenue

"Today education is open to all children in accordance with their respective qualifications. The physically handicapped, the mentally deficient, and the underprivileged, the crippled, the deaf, all are as much entitled to share in the public educational bounty as is the normal child. Not only that, but these educational facilities recently developed and established must be constantly extended.

"But with all this clamor about cost and mounting cost, let us look at a few figures. I am speaking of San Francisco. In 1912-13 we spent 13 1/10 per cent of the money passing through the auditor's and treasurer's offices to educate pupils in schools showing an average daily attendance of 42,770. In 1925-26 we spent 18 9/10 per cent of our public revenue in this city to educate an average daily attendance of 63,988. In 1935-36 the schools cost 15 9/10 per cent of our public revenue for an average daily attendance of 71,542. In computing these costs it will be well to bear in mind many other factors.

Percentage Costs Decline

"The first is that government is not only paying more money in some districts on education, but it is likewise expending more on everything else, and is today embarked upon ventures unthought of but a few years ago. For instance, in California in 1935 twice as much was spent on relief and social welfare as was spent on education in the same year.

"Standing out in inescapable prominence is the fact that, in spite of increased curriculum, in spite of increased attendance, regardless of the wider field of modern education, the proportion of school costs to other governmental expenditures has risen less than three per cent in 24 years, and has actually decreased three per cent from eleven years ago."

SAN FRANCISCO PUBLIC SCHOOLS

Charged against the cost of instruction, operation and maintenance over a period of three fiscal years was $1,216,322.20 for the reconstruction of sixteen schools under the provisions of the Field Act, to which critical reference has been made in another section of this report. This expense caused pupils' costs to increase an average of $6.46 per pupil during the last fiscal year. The itemized cost of these repairs is as follows:

Total Cost of Field Repairs

Name of School	Year of Construction	Cost of Construction	Cost of Reconstruction
Washington Irving	1914	$ 81,766.70	$ 12,398.75
Hancock (Orig. Bldg.)	1911	166,321.20	21,069.54
Jean Parker	1911	174,491.57	46,768.64
Commodore Stockton (Orig. Bldg.)	1915	107,081.15	29,183.85
Denman	1910	191,009.84	16,788.91
Spring Valley	1912-23	207,243.97	48,040.14
Bay View	1908	126,301.69	38,402.17
Adams	1911	94,739.36	38,815.96
Girls High School	1913-32	684,273.01	148,159.00
Lowell High School	1912	346,703.59	165,388.90
Laguna Honda	1909	113,041.17	87,557.70
John Swett Jr. High	1912	105,354.22	55.971.36
Columbus	1914-23	137,828.60	69,727.15
Excelsior	1911-20	127,947.25	82,854.83
Golden Gate	1908	70,121.77	67,373.68
Redding	1917	144,523.74	58,817.73
Daniel Webster	1917	146,305.20	4,722.91
(Only auditorium condemned. Has been razed and new building is being designed.)			
Ungraded (Old Washington Grammar)	1909	104,076.52	.....
(Building abandoned. Cost of reconstruction not justified by use.)			
Lincoln	1911	75,537.96	9,144.55
Sunnyside	1908	38,642.57	2,951.16
(Buildings or parts of buildings condemned and razed.)			
			$1,004,136.93
During reconstruction fires occurred at two schools costing as follows:			
Girls High School			289,610.00
Lowell High School			170,173.17
			$1,463,920.10
Less insurance received on fires as follows:			
Girls High School		$184,517.73	
Lowell High School		63,080.17	247,597.90
Total cost of reconstruction			$1,216,322.20

Cost of Operating Schools

For Fiscal Year 1935-1936

		Amount	Percentage
Administration:			
Salaries	$ 232,290.57		
Supplies	16,172.72		
Traveling Expenses	2,870.31		
Other Objects	25,455.56	$ 276,789.16	.029
Instruction—Salaries:			
Supervision	79,028.29		
Kindergarten	177,702.80		
Elementary Day	3,096,259.71		
Special Schools	104,647.85		
Junior High	1,032,192.25		
High Day	2,055,247.34		
High Evening	185,444.93		
Junior College	196,697.75	6,927,220.92	.714
Instruction—Supplies, etc.:			
Kindergarten Supplies	2,107.01		
Educational Supplies	121,021.56		
Books	85,245.59		
Traveling Expenses	2,070.70		
Other Expenses of Instruction	20,818.28	231,263.14	.024
Coordinate Activities:			
Compulsory Education	32,359.83		
Medical Inspection	25,760.66		
Dental Inspection	19,408.62		
Nurse Service	61,279.33	138,808.44	.014
Auxiliary Agencies:			
Transportation of Children	22,240.80		
Junior College and Other Tuition	98,121.14		
Community Centers	1,156.58		
Other Auxiliary Agencies	4,947.71	126,466.23	.013
Operation:			
Janitors' and Engineers' Salaries	513,864.43		
Janitors' and Engineers' Supplies	29,142.99		
Gas and Electricity	56,624.46		
Fuel	49,314.92		
Water	35,329.65		
Other Expenses of Operation	17,391.53	701,667.98	.072
Fixed Charges:			
Rents	8,630.35		
Insurance	42,007.25		
Workmen's Compensation and Accident Claims	8,642.51		
Teachers' Back Salary Adjustments	—1,964.44		
Contribution to Retirement System—City	410,874.44		
State	33,612.00		
Other Expenses of Fixed Charges	—9,034.60	492,767.51	.051
Maintenance:			
Repairs to Buildings and Grounds	265,615.35		
Repairs to Janitors' Equipment	31,244.34		
Repairs to Educational Equipment	65,632.37		
Earthquake Survey and Reconstruction	22,483.81		
Fire Damage—Repairs and Replacements	416,220.37	801.196.24	.083
		$9,696,179.62	1.000

Assessed Wealth and Tax Rate

Population of the City and County, Federal Census, April 1930 634,394

FOR CITY AND COUNTY TAXATION	1935-1936	1936-1937
Real Estate	$ 324,703,946	$ 325,333,772
Improvements	328,010,191	334,818,024
Personal Property	73,185,234	73,763,997
Solvent Credits	107,819,778	122,620,479
Stocks and Bonds	170,658,950	.....
Less Veterans' Exemptions (not separated in 1935-1936)	.....	6,172,383
	$1,004,378,099	$ 850,363,889
Property assessed by State Board of Equalization	137,453,360	126,712,050
TOTAL	$1,141,831,459	$ 977,075,939
Tax Rate per $100	3.681917	$ 3.784
Tax Rate per $100 for schools	.525827	.546397
In addition to the revenue derived from rates of taxation above cited, the Board of Supervisors appropriated a Special School Tax for buildings and maintenance of	.120937	.116183

	1935-1936	1936-1937
Land, buildings and repairs	$ 975,000	$ 977,000
Net Interest on school bonds (Federal Grant 1935-1936 $94,500, 1936-1937 (Estimated) $124,500)	571,507	499,930
	$ 1,546,507	$ 1,476,930
Promotion of health (Board of Health) (estimated)	102,965	110,306
GRAND TOTALS	$ 1,649,472	$ 1,587,236
This required a tax rate of (estimated)	.202756	.190995
Rate levied for operation	.525827	.546397
Cost of schools per $100 assessment	.728583	.737392
Net School bond redemption (Federal Grant 1935-1936 $300,000, 1936-1937 *(Estimated)* $300,000)	$ 681,000	$ 700,000
Which required a tax rate of (estimated for 1936-1937)	.082611	.085817
Bonded indebtedness outstanding June 30, 1936		$ 170,264,000
Of which school bonds aggregated		13,408,000

The bonded indebtedness for schools June 30, 1936 is allocated as follows:

Issue of	High Schools	Junior High Schools	Elementary Schools
1908	$ 154,800	.....	$ 448,200
1910	25,000	.....	.....
1918	492,580	$ 14,760	561,660
1923	2,739,370	1,880,290	4,691,340
1934	827,690	667,840	904,470
Per cent of school bond indebtedness	31.62%	19.11%	49.27%

Bonded indebtedness outstanding July 1, 1936 ..... $167,082,800
Of which school bonds accounted for 13,175,000

Receipts (Revenue and Non-Revenue)

Fiscal Year, 1935-1936

	Administrative Building and Equipment	Kindergarten	Elementary	Junior High	Senior High Day and Evening	Continuation School	Junior College	Transfer to Other Counties	Total
City and County Taxes:									
(a) Common School Fund		$260,476.38	$1,838,148.95	$ 507,139.62	$1,378,880.06	$105,074.02	$233,858.45	$ 98,121.14	$ 4,421,698.62
(b) Special School Tax	$ 10,063.98	13,735.03	177,029.27	337,713.73	423,457.12	2,688.97	5,430.53		970,118.63
(c) Interest on Bonds			296,412.25	97,548.76	177,546.49				571,507.50
(d) Bond Redemption			381,560.00	62,760.00	236,680.00				681,000.00
TOTAL DIRECT TAXES	$ 10,063.98	$274,211.41	$2,693,150.47	$ 1,005,162.11	$2,216,563.67	$107,762.99	$239,288.98	$ 98,121.14	$ 6,644,324.75
State of California			$2,249,567.15	$ 726,218.63	$1,560,598.49	$ 37,143.59			$ 4,573,527.86
U. S. and State of California					4,697.08	5,945.36			10,642.44
Federal Grant			349,634.19	20,035.02	24,830.79				394,500.00
Miscellaneous:									
(a) Rentals from leased school property			$ 102,491.41		$ 614.13				$ 103,105.54
(b) Sale of Lands			26,700.00						26,700.00
(c) Sale of Buildings			3,942.29						3,942.29
(d) Fire Insurance			1,611.25	$ 1,060.44	173.23				2,844.92
(e) Federal Grant				83,221.75	91,368.80				174,590.55
(f) Other Sources			1,136.57		1,567.14		$ 8,623.50		11,327.21
Auxiliary (Indirect) Revenue:									
Board of Health: Physicians, dentists and nurses			58,430.84	15,699.94	27,606.54	$ 1,227.91			102,965.23
TOTAL RECEIPTS	$ 10,063.98	$274,211.41	$5,486,664.17	$1,851,397.89	$3,928,019.87	$152,079.85	$247,912.48	$ 98,121.14	$12,048,470.79
Balances from year 1934-1935:									
Common School Fund			$ 178,745.73	$ 24,822.18	$ 54,988.83				$ 258,556.74
Common School Tax Fund			250.00						250.00
Special School Tax Fund			193,828.57	24,778.20	250,974.76				469,581.53
School House Bond 1934 Fund			1,352,553.07	580,295.15	584,784.27				2,517,632.49
TOTAL BALANCES			$1,725,377.37	$ 629,895.53	$ 890,747.86				$ 3,246,020.76
Stores Inventory			$ 55,508.03						$ 55,508.03
Shop Inventory			1,957.54						1,957.54
GRAND TOTAL	$ 10,063.98	$274,211.41	$7,269,507.11	$2,481,293.42	$4,818,767.73	$152,079.85	$247,912.48	$ 98,121.14	$15,351,957.12
Expenditures	$ 10,063.98	$274,211.41	$6,202,880.63	$2,155,208.47	$4,374,138.09	$152,079.85	$247,912.48	$ 98,121.14	$13,514,616.05
Stores Inventory			50,721.75						50,721.75
Shop Inventory			5,060.56						5,060.56
BALANCE			$1,010,844.17	$ 326,084.95	$ 444,629.64				$ 1,781,558.76

Distribution of Total Expenditures

Including Cost of Operation, Capital Outlay, Bond Interest and Redemption Fiscal Year 1935-1936

	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Earthquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Capital Outlays	Bond Interest	Bond Redemption	Transfers to Other Counties	Total Expenditures
TUITION PAID OTHER COUNTIES													
Junior College and Other Tuition												$ 98,121.14	$ 98,121.14
JUNIOR COLLEGE													
San Francisco Junior College	$ 5,351.62	$ 207,128.14	$ 3,483.38	$ 5,957.85	$ 9,552.54	$ 4,190.32			$ 12,248.63				$ 247,912.48
DAY HIGH													
Abraham Lincoln										$ 9,761.54	$ 6,110.00		$ 15,871.54
Balboa	$ 12,042.53	$ 332,011.95	$ 6,003.79	$ 27,512.78	$ 21,495.64	$ 17,063.98			$ 2,242.73	6,837.67	4,280.00		429,491.07
Galileo	10,695.66	323,680.75	5,332.32	26,514.76	19,091.52	21,249.63			2,726.59	26,775.33	48,450.00		484,516.56
George Washington		5.45		2,205.77		81.42			611,895.18	39,009.32	8,870.00		662,067.14
Girls	4,213.11	158,976.27	2,100.44	14,530.88	7,520.32	5,618.46	$ 1,389.80	$257,744.12	0,743.24	2,978.63	16,310.00		481,125.27
High School of Commerce	10,096.97	306,950.14	5,033.84	23,495.04	18,022.86	15,451.47			2,613.21	58,626.36	54,760.00		495,049.89
Lowell	8,761.52	263,421.85	4,368.05	13,980.93	15,639.12	18,609.12	6,893.84	157,033.22	13,419.90	3,248.84	18,410.00		523,786.39
Mission	9,505.46	304,003.57	6,386.20	25,074.69	16,967.03	12,551.25			14,966.36	52,373.93	54,170.00		496,988.49
Polytechnic	10,656.98	327,092.86	5,313.04	25,612.85	19,022.47	13,189.10			55,565.39	2,765.66	25,320.00		484,538.44
TOTAL DAY HIGH	$ 65,972.23	$2,016,232.84	$ 34,537.68	$159,827.70	$117,758.96	$103,814.52	$ 8,283.64	$414,777.34	$713,172.60	$202,377.28	$236,680.00		$4,073,434.79
San Francisco Continuation School	$ 3,237.03	$ 129 328.03	$ 1,613.82	$ 7,808.22	$ 5,778.03	$ 5,121.70			$ 806.98				$ 152,079.85
Agassiz									32,319.88				32,319.88
Adult Education	591.02	25,474.47	294.66	182.88	1,054.96	37.37							27,635.36
EVENING HIGH													
Balboa Evening	$ 617.46	$ 20,702.99	$ 307.84	$ 1,408.28	$ 1,102.15	$ 756.78							$ 24,985.50
Evening High of Commerce	2,065.92	59,138.44	1,029.96	4,809.49	3,687.62	2,712.18			$ 205.96				73,649.57
Galileo Evening	705.01	22,608.47	351.48	1,744.93	1,258.43	1,246.69							27,915.01
Humboldt Evening	2,191.26	70,539.46	1,092.45	6,776.45	3,911.35	2,817.34			139.92				87,468.23
Polytechnic Evening	633.62	22,344.98	315.89	1,522.29	1,130.99	781.98							26,729.75
TOTAL EVENING HIGH	$ 6,213.27	$ 195,424.34	$ 3,097.62	$ 16,261.44	$ 11,090.54	$ 8,314.97			$ 345.88				$ 240,748.06
JUNIOR HIGH													
Aptos	$ 4,935.02	$ 124,131.26	$ 2,460.36	$ 16,757.13	$ 8,808.91	$ 5,000.34			$ 18,260.61				$ 180,353.63
Everett	7,157.81	174,171.62	4,728.85	17,858.33	12,776.54	6,010.86			4,827.16	$ 60,807.42	$ 38,060.00		326,398.59
Francisco	4,721.03	125,141.78	2,353.66	13,431.32	8,426.93	6,056.07			1,836.62	708.15	440.00		163,115.56
Horace Mann	5,052.20	132,469.34	2,518.78	10,292.98	9,018.06	8,499.55			732.86	757.19	2,170.00		170,045.24
James Lick	2,340.26	72,552.54	1,166.73	10,310.45	4,177.31	2,736.65			1,055.03				94,338.97
John Swett	2,705.08	70,713.49	1,348.62	7,271.29	4,828.51	3,103.25	$ 581.94		1,185.02				91,737.20
Marina		43.91		1,190.41		1.80			546,891.43	29,390.12	5,860.00		583,377.67
Portola	3,762.44	109,242.01	3,091.77	12,475.08	6,715.89	9,101.20			708.01	24,215.85	15,160.00		184,472.25
Presidio	6,040.36	155,587.92	3,041.42	16,945.82	10,781.91	6,364.32			1,962.92				200,724.67
Roosevelt	4,674.07	123,170.29	2,330.26	13,952.47	8,343.11	3,766.94			1,632.50	1,705.05	1,070.00		160,644.69
TOTAL JUNIOR HIGH	$ 41,388.27	$1,087,224.16	$ 23,040.45	$120,485.28	$ 73,877.17	$ 50,640.98	$ 581.94		$577,626.44	$117,583.78	$ 62,760.00		$2,155,208.47
Day Elementary	$143,766.02	$3,295,220.66	$ 95,966.00	$365,015.18	$256,619.32	$177,167.25	$ 13,618.23	$ 1,443.03	$826,458.50	$346,046.44	$681,560.00		$6,202,880.03
Kindergarten	10,269.70	202,451.42	5,119.92	26,129.43	17,035.99	13,204.95							274,211.41
Administrative Building and Equipment									10,063.98				10,063.98
GRAND TOTAL	$276,789.16	$7,158,484.06	$167,153.53	$701,667.98	$492,767.51*	$362,492.06	$ 22,483.81	$416,220.37	$2,171,428.93	$666,007.50	$981,000.00	$ 98,121.14	$13,514,616.05

*Includes entire amount of contributions to Retirement System.

Cost of Operating Schools During Fiscal Year July 1, 1935, to June 30, 1936

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included

NAME OF SCHOOL	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Earthquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Total Cost of Operation	Cost of Kindergartens	Cost of Elementary Classes Only	Cost per Unit Average Daily Attendance
TUITION PAID OTHER COUNTIES													
Junior College and Other Tuition				$ 98,121.14						$ 98,121.14			
JUNIOR COLLEGE													
San Francisco Junior College	1,311.69	$ 5,351.62	$207,128.14	$ 3,483.38	$ 5,957.85	$ 9,552.54	$ 4,190.32			$ 235,663.85			$ 179.66
DAY HIGH SCHOOLS													
Balboa	2,951.64	$ 12,042.53	$332,011.95	$ 6,003.79	$ 27,512.78	$ 21,495.61	$ 17,063.98			$ 416,130.67			$ 140.98
Galileo	2,621.52	10,695.66	323,680.75	5,332.32	26,514.76	19,091.52	21,249.63			406,564.64			155.09
George Washington			5.45		2,205.77		81.42			2,292.64			
Girls	1,032.64	4,213.11	158,976.27	2,100.44	14,530.88	7,520.32	5,618.46	$ 1,389.80	$257,744.12	452,093.40			437.80
High School of Commerce	2,474.78	10,096.97	306,950.14	5,033.84	23,495.04	18,022.86	15,151.47			379,050.32			153.17
Lowell	2,147.46	8,761.52	263,421.85	4,368.05	13,980.93	15,639.12	18,699.12	6,893.81	157,033.22	488,707.65			227.57
Mission	2,320.80	9,505.46	304,093.57	6,386.20	25,974.69	16,967.03	12,551.25			375,478.20			161.16
Polytechnic	2,612.04	10,656.98	327,092.86	5,313.04	25,612.85	19,022.47	13,189.19			400,887.39			153.48
TOTAL	16,160.88	$ 65,972.23	$2,016,232.84	$ 34,537.68	$159,827.70	$117,758.96	$103,814.52	$ 8,283.61	$414,777.34	$2,621,204.91			$ 180.66
AVERAGE	2,309.98	9,424.60	288,033.26	4,933.95	22,832.53	16,822.71	14,830.65	1,183.38	59,253.91	417,314.99			180.66
San Francisco Continuation School#	793.40	$ 3,237.03	$129,328.03	$ 1,613.82	$ 7,808.22	$ 5,778.03	$ 5,121.70			$ 152,886.83			$ 192.70
Adult Education	144.86	591.02	25,474.47	294 66	182.88	1,054.96	37.37			27,635.36			190.77
EVENING HIGH SCHOOLS##													
Balboa Evening High	151.34	$ 617.46	$ 20,792.99	$ 307.84	$ 1,408.28	$ 1,102.15	$ 756.78			$ 24,985.50			$ 165.10
Evening High School of Commerce	506.36	2,065.92	59,138.44	1,029.96	4,809.49	3,687.62	2,712.18			73,443.61			145.04
Galileo Evening	172.80	705.01	22,608.47	351.48	1,744.93	1,258.43	1,246.69			27,915.01			161.55
Humboldt Evening High	537.08	2,191.26	70,539.46	1,092.45	6,776.45	3,911.35	2,817.34			87,328.31			162.60
Polytechnic Evening High	155.30	633.62	22,344.98	315.89	1,522.29	1,130.99	781.98			26,729.75			172.12
TOTAL	1,522.88	$ 6,213.27	$195,424.34	$ 3,097.62	$ 16,261 44	$ 11,090.54	$ 8,314.97			$ 240,402.18			$ 157.86
AVERAGE	304.58	1,242.65	39,084.87	619.53	3,252.29	2,218.11	1,662.99			48,080.44			157.86
JUNIOR HIGH SCHOOLS													
Aptos	1,209.58	$ 4,935.02	$124,131.26	$ 2,460.36	$ 16,757.13	$ 8,808.91	$ 5,090.34			$ 162,093 02			$ 134.01
Everett	1,754.39	7,157.81	174,171.62	4,728.85	17,858.33	12,776.54	6,010.86			222,704.01			126.94
Francisco	1,157.13	4,721.03	125,141.78	2,353.66	13,431.32	8,426.93	6,056.07			160,130.79			138.39
Horace Mann	1,238.30	5,052.20	132,469.34	2,518.78	10,292.98	9,018.06	8,499.55			167,850.91			135.55
James Lick	573.60	2,340.26	72,552.54	1,166.73	10,310.45	4,177.31	2,736.65			93,283.94			162.63
John Swett	663.02	2,705.08	70,713.49	1,348.62	7,271.29	4,828.51	3,103.25	$ 581.94		90,552.18			136.58
Marina			43.91		1,190.41		1.80			1,236.12			
Portola	922.18	3,762.44	109,242.01	3,091.77	12,475.08	6,715.89	9,101.20			144,388.39			156.57
Presidio	1,480.50	6,040.36	155,587.02	3,041.42	16,945.82	10,781.91	6,364.32			198,761.75			134.25
Roosevelt	1,145.62	4,674.07	123,170.29	2,330.26	13,952.47	8,343.11	3,766.94			156,237.14			136.38
TOTAL	10,144.32	$ 41,388.27	$1,087,224.16	$ 23,040.45	$ 120,485.28	$ 73,877.17	$ 50,640.98	$ 581.94		$1,397,238.25			$ 137.74
AVERAGE	1,127.15	4,598.70	120,802.68	2,560.05	13,387.25	8,208.57	5,626.78	64.66		155,248.69			137.74

Cost of Operating Schools During Fiscal Year July 1, 1935, to June 30, 1936 (Continued)

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included.

NAME OF SCHOOL	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Earthquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Total Cost of Operation	Cost of Kindergartens	Cost of Elementary Classes Only	Cost per Unit Average Daily Attendance
DAY ELEMENTARY SCHOOLS													
Adams	219.74	$ 981.80	$ 24,016.77	$ 543.05	$ 2,925.50	$ 1,741.72	$ 972.82			$ 31,181.66	$ 3,073.19	$ 28,108.47	$ 127.92
Alamo	615.22	2,796.15	67,212.15	1,394.03	6,688.13	4,955.00	2,019.37			85,064.83	8,634.67	76,430.16	124.23
Alvarado	538.25	2,438.71	55,324.37	1,215.81	6,627.24	4,322.43	2,869.14			72,797.70	6,318.57	66,479.13	123.51
Andrew Jackson	333.21	1,474.90	32,153.44	825.31	4,290.91	2,617.07	3,529.69			44,891.32	3,972.52	40,918.80	122.54
Argonne	400.81	1,783.51	41,583.36	979.16	4,465.22	3,164.83	939.51			52,915.59	3,930.03	48,985.56	122.22
Bay View	317.33	1,294.69	31,097.14	645.47	4,699.58	2,310.99	1,589.74	$ 12.59		41,650.20		41,650.20	131.25
Bret Harte	264.61	1,179.39	25,591.52	742.31	4,244.30	2,092.60	1,956.20			35,806.32	3,562.94	32,243.38	121.85
Bryant	363.30	1,611.01	38,200.63	803.17	4,358.55	2,859.38	3,138.33			50,971.07	3,926.06	47,045.01	129.49
Burnett	280.85	1,273.80	31,545.69	635.05	4,358.48	2,257.57	1,788.29			41,858.88	2,814.46	39,044.42	139.02
Cabrillo	298.59	1,362.70	33,709.02	769.38	4,115.21	2,414.16	907.99			43,278.46	3,999.19	39,279.27	131.55
Cleveland	497.11	2,135.40	47,004.44	1,064.61	4,403.23	3,798.14	1,423.19			59,829.01	1,832.98	57,996.03	116.67
Columbus	166.46	760.95	20,424.29	469.37	2,536.30	1,347.96	1,319.60	1,911.16		28,769.63	3,667.39	25,102.24	150.80
Commodore Sloat	631.98	2,844.62	57,561.03	1,418.19	6,922.00	5,044.02	5,311.71			79,101.57	6,809.29	72,292.28	114.39
Commodore Stockton	889.67	3,926.13	62,187.33	1,959.02	6,754.19	6,970.68	2,580.95			84,378.30	5,180.23	79,198.07	89.02
Daniel Webster	513.12	2,207.78	57,331.69	1,100.68	7,006.80	3,926.43	2,522.23	13.31	$ 838.02	74,946.94	3,523.15	71,423.79	139.20
Douglas	205.72	922.11	21,178.14	459.72	2,499.35	1,635.50	879.92			27,574.74	2,885.66	24,689.08	120.01
Dudley Stone	803.06	3,441.60	76,992.19	1,715.81	7,052.93	6,122.35	3,976.52			99,301.40	3,512.35	95,789.05	119.28
Edison	751.88	3,301.57	69,911.36	1,646.00	6,846.08	5,863.73	3,151.19			90,719.93	5,084.42	85,635.51	113.90
Edward Robeson Taylor	611.33	2,652.37	61,793.32	1,322.34	6,788.29	4,714.47	2,579.69			79,850.48	3,173.54	76,676.94	125.43
Emerson	453.90	1,980.98	48,510.20	1,111.43	4,533.40	3,519.72	2,449.03			62,104.76	2,701.21	59,403.55	130.87
Excelsior	376.32	1,664.41	38,119.41	867.30	4,465.13	2,954.67	4,484.95	5,056.88		57,612.75	3,673.10	53,939.65	143.33
Fairmount	658.82	2,817.53	65,769.63	1,404.68	6,935.47	5,012.88	2,781.38			84,721.57	3,500.55	81,221.02	123.28
Farragut	422.09	1,880.57	46,093.48	937.55	4,554.89	3,336.80	5,221.11			62,024.40	3,554.99	58,469.41	138.52
Francis Scott Key	464.30	2,023.16	46,019.68	1,008.64	4,885.79	3,595.05	4,636.77			62,169.09	3,893.20	58,275.89	125.51
Franklin	377.31	1,666.62	46,401.44	1,046.84	4,502.23	2,958.83	1,431.76			58,007.72	3,379.92	54,627.80	144.78
Frank McCoppin	463.64	2,060.66	46,951.11	1,027.33	4,537.74	3,656.91	3,560.35			61,794.10	3,086.82	58,707.28	126.62
Fremont	339.41	1,534.71	30,348.84	765.13	4,420.49	2,720.52	574.74			40,364.43	2,865.07	37,499.36	110.48
Garfield	402.40	1,803.09	45,521.06	898.93	4,859.37	3,198.13	5,634.39			61,914.97	3,852.43	58,062.54	144.29
Geary	197.18	875.35	17,365.73	436.41	2,417.34	1,553.55	1,389.62			24,038.00	2,356.84	21,681.16	109.96
George Peabody	246.98	1,106.89	22,910.44	641.84	4,613.20	1,963.26	3,627.75			34,863.38	3,115.33	31,748.05	128.55
Glen Park	452.05	1,906.68	52,972.74	5,472.98	2,415.78	3,395.53	2,890.59			69,054.30	2,298.44	66,755.86	147.67
Golden Gate	344.94	1,544.34	32,067.58	769.93	4,582.58	2,739.33	2,739.20	125.57		44,568.53	4,034.85	40,533.68	117.51
Grant	612.16	2,630.14	57,562.33	1,311.25	6,460.91	4,678.02	1,316.11			73,958.76	2,857.95	71,100.81	116.15
Grattan	520.24	2,253.56	52,407.16	1,213.51	4,478.25	4,006.03	3,497.69			67,856.20	3,801.09	64,055.11	123.13
Guadalupe	529.20	2,297.70	48,318.16	1,145.52	6,936.43	4,083.87	2,774.91			65,556.59	3,118.42	62,438.17	117.99
Hancock	387.08	1,579.26	43,117.29	2,242.83	5,255.61	2,818.95	1,574.89			56,588.83		56,588.83	146.19
Hawthorne	703.65	3,058.82	67,789.19	1,525.97	6,836.16	5,436.22	1,900.45			86,546.81	4,687.95	81,858.86	116.33
Hillcrest	102.54	447.57	13,046.46	223.14	2,074.37	795.22	356.59			16,943.35	2,407.85	14,535.50	141.75
Irving M. Scott	169.40	771.76	20,728.58	2,307.37	2,404.24	1,367.40	1,786.16			29,365.51	2,591.76	26,773.75	158.05
Jean Parker	678.22	2,912.22	57,390.75	1,451.89	5,125.31	5,179.97	1,869.58			73,929.72	3,113.61	70,816.11	104.41
Jefferson	721.90	3,099.53	72,693.20	1,545.28	7,039.75	5,513.14	8,839.36			98,730.26	3,962.37	94,767.89	131.28
John Muir	754.32	3,311.69	64,120.94	1,651.04	7,205.05	5,881.78	1,402.56			83,573.06	5,895.55	77,677.51	102.98

Cost of Operating Schools During Fiscal Year July 1, 1935, to June 30, 1936 (Continued)

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included.

NAME OF SCHOOL	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Earthquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Total Cost of Operation	Cost of Kindergartens	Cost of Elementary Classes Only	Cost per Unit Average Daily Attendance
DAY ELEMENTARY SCHOOLS (Continued)													
Junipero Serra	369.69	$ 1,618.76	$ 37,147.99	$ 897.03	$ 4,633.86	$ 2,875.52	$ 2,497.99	.....	.....	$ 49,671.15	$ 3,700 80	$ 45,970.35	$ 124.35
Kato Kennedy	200.69	003.10	26,455.99	562.73	2,593.03	1,601.32	998.15	.....	.....	33,114.32	3,533,41	29,580.91	147.47
Lafayette	704.83	3,105.65	59,570.65	1,548.33	6,775.60	5,514.53	2,238.34	.....	.....	78,753.10	4,042.34	73,810.76	104.72
Laguna Honda	487.76	2,131.16	47,923.48	1,062.49	5,006.68	3,786.27	1,150.06	$ 2,739.34	.....	63,790.48	2,662.35	61,137.13	125.34
Lawton	263.98	1,108.36	25,202.41	507.44	3,266.65	2,123.75	2,137.55	.....	.....	34,626.16	2,307.88	32,218.28	122.05
Le Conte	602.55	2,603.86	58,790.09	1,337.15	6,753.60	4,624.34	1,541.85	.....	.....	75,650.89	6,785.17	68,865.72	116.22
Lincoln	66.55	354.22	11,407.64	176.60	2,471.26	621.84	2,976.73	3,679.51	.....	21,687.80	4,162.10	17,525.61	263.35
Longfellow	564.80	2,400.76	53,666.45	1,345.09	6,081.16	4,273.15	3,531.27	.....	.....	72,107.88	2,880.99	69,316.89	122.73
Madison	401.25	1,778.82	38,798.81	886.83	4,778.24	3,157.27	3,070.62	.....	.....	52,470.59	2,942.07	49,528.52	123.44
Marshall	458.92	1,060.59	43,799.14	081.94	4,253.57	3,503.43	2,047.36	.....	.....	56,555.03	2,346.02	54,200.01	118.12
McKinley	407.57	1,782.98	43,800.46	1,073.06	4,683.85	3,167.42	2,189.77	.....	.....	56,697.54	2,885.07	53,812.47	132.03
Monroe	680.72	2,777.30	53,710.37	1,427.02	6,723.02	4,957.43	2,741.48	.....	.....	72,345.62	.....	72,345.62	106.28
Pacific Heights	606.76	2,571.06	59.061.14	1,281.80	6,308.51	4,577.23	3,370.62	.....	.....	77,260.36	2,375.66	74,893.70	123.43
Parkside	840.44	3,683.46	69,653.41	1,836.39	6,778.77	6,547.42	3,841.27	.....	.....	92,340.72	6,281.23	86,050.49	101.31
Patrick Henry	312.80	1,357.11	32,473.83	676.58	4,418.86	2,412.22	1,094.72	.....	.....	42,433.32	2,328.94	40,104.38	128.21
Paul Revere	584.60	2,481.14	55,064.97	1,236.97	6,703.02	4,416.67	2,629.26	.....	$ 500.09	73,033.02	2,393.86	70,639.16	120.83
Raphael Weill	714.11	3,112.02	67,411.79	1,568.34	7,188.38	5,531.34	2,318.00	.....	.....	87,130.77	5,677.22	81,453.55	114.06
Redding	486.60	2,093.09	45,444.60	1,073.51	4,411.90	3,722.58	1,034.09	79.87	.....	57,859.73	2,706.61	55,153.12	113.32
Sanchez	774.33	3,440.90	76,604.79	1,050.70	6,821.52	6,106.41	2,210.18	.....	104.02	97,328.61	7,189.22	90,139.39	116.41
San Miguel	343.69	1,530.47	27,609.93	763.02	4,333.51	2,715.68	1,477.79	.....	.....	38,430.40	2,736.23	35,694.17	103.86
Sarah B. Cooper	242.50	1,162.00	26,521.37	570.81	4,630.72	2,054.01	662.87	.....	.....	35,611.77	4,200.31	31,321.46	129.16
Sheridan	440.56	1,031.36	49,284.05	062.88	4,666.39	3,430.56	4,065.32	.....	.....	65,240.56	3,987.03	61,253.53	139.04
Sherman	756.55	3,293.21	70,895.38	1,641.82	7,260.26	5,852.26	1,967.62	.....	.....	90,910.55	6,208.73	84,701.82	111.96
Spring Valley	618.05	2,651.72	57,922.57	1,322.02	6,778.27	4,716.86	2,612 85	.....	.....	76,004.29	3,763.23	72,241.06	116.89
Starr King	296.16	1,203.02	31,032.79	644.63	4,408.34	2,297.32	2,065.39	.....	.....	41,741.49	2,463.03	39,278.46	132.63
Sunnyside	450.82	1,997.05	40,702.35	906.08	4,443.46	3,550.92	2,659.41	.....	.....	54,350.17	3,472.87	50,877.30	110.65
Sutro	340.45	1,400.70	35,660.36	837.72	4,686.39	2,663.12	1,600.67	.....	.....	46,948.05	3,060.99	43,887.06	128.91
Twin Peaks	79.47	350.10	11,936.15	174.54	1,054.08	621.65	440.71	.....	.....	15,478.13	2,044.73	13,433.40	160.04
Visitacion Valley	443.34	1,912.10	43,519.53	953.32	4,578.86	3,400.18	3,013.60	.....	.....	57,377.77	2,676.76	54,701.01	123.38
Washington Irving	459.05	1,906.14	42,628.17	905.17	4,450.18	3,547.55	1,022.42	.....	.....	54,648.63	1,982.70	52,665.93	114.73
West Portal	532.73	2,433.15	42,727.60	1,303.03	5,261.48	4,310.39	2,355.67	.....	.....	58,391.32	6.085.56	52,305.76	98.18
Winfield Scott	583.84	2,676.96	53,870.14	1,424.60	4,776.33	4,741.14	4,227.81	.....	.....	71,716.08	9,119.27	62,597.71	107.22
Yerba Buena	555.81	2,371.65	59,500.98	1,182.38	6,685.29	4,220.27	2,537.39	.....	.....	76,497.96	3,569.00	72,928.96	131.21
TOTAL	34,758.25	$152,081.37	$3,390,941.66	$ 86,016.38	$379,686.81	$270,166.86	$185,433.94	$ 13,618.23	$ 1,443.03	$4,479,388.28	$274,211.41	$1,205,176.87	$ 120 98
AVERAGE	463.44	2,027.75	45,212.55	1,146.89	5,062.40	3,602.22	2,472.45	181.58	19.24	50,725.17	3,656.15	56,069.02	120.98

Cost of Operating Schools During Fiscal Year July 1, 1935, to June 30, 1936 (Continued)

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included.

NAME OF SCHOOL	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Earthquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Total Cost of Operation	Cost of Kindergartens	Cost of Elementary Classes Only	Cost per Unit Average Daily Attendance
SPECIAL SCHOOLS													
Buena Vista	99.39	$ 405.51	$ 16,039.01	$ 2,910.78	$ 2,429.56	$ 723.82	$ 625.90			$ 23,134.58			$ 232.77
Children's Hospital	16.47	67.20	1,886.25	33.50	2.58	119.94				2,109.47			128.08
Diagnostic	12.83	29.66	2,292.19	53.89	1.14	52.95	16.50			2,446.33			190.67
Gough	31.43	128.23	13,009.65	1,407.64	2,147.00	228.89	758.59			17,680.00			562.52
Home Teachers	48.29		13,798.96							13,798.96			285.75
San Francisco Hospital	37.41	148.39	5,696.72	73.97	5.70	264.87				6,189.65			165.54
Shriners' Hospital	50.14	196.25	5,423.30	97.85	7.53	350.29				6,075.22			121.17
Sunshine	93.81	382.74	17,012.94	9,775.09	2,447.28	683.19	591.55			30,892.79			329.31
Ungraded	146.17	596.37	31,571.40	716.82	4,417.01	1,064.50	2,945.72			41,311.82			282.63
TOTAL	535.94	$ 1,954.35	$106,730.42	$ 15,069.54	$ 11,457.80	$ 3,488.45	$ 4,938.26			$143,638.82			$ 268.01
AVERAGE	59.55	217.15	11,858.94	1,674.39	1,273.09	387.61	548.69			15,959.87			268.01
Kindergarten Attendance	2,517.11												
GRAND TOTAL including Kindergartens	67,943.67*	$276,789.16	$7,158,484.06	$265,274.67	$701,667.98	$492,767.51**	$362,492.06	$ 22,483.81	$416,220.37	$9,696,179.62			$ 142.71†

*Based on actual attendance. 1043 A.D.A. allowed in elementary schools and 478 A.D.A. allowed in high schools on State Report as emergency.
**Includes entire amount of contributions to Retirement System.
#Average daily attendance for the continuation school as computed under the State law allows one unit for each four hours attendance, approximately one unit for each four pupils actually attending.
##Under the same rule average daily attendance in evening schools is computed by allowing one for each one and seven ninths (1-7/9) pupils actually attending.

†Excluding Earthquake Survey and Reconstruction and Fire Damage Repairs and Replacements, unit costs would be as follows:—

Girls	$186.86
Lowell	151.24
Average of High Schools	154.49
Average of Junior High Schools	137.68
Average of Elementary Schools	120.55
Unit Cost of all Schools	136.39

SELECTED STATISTICS FROM JULY 1, 1925, TO JUNE 30, 1936

Year Ending June 30	Teachers	Pupils Enrolled	Average Daily Attendance	Cost of Operation	Cost of Operation on Average Daily Attendance	Expenditure for Capital Outlays and Debt Service	Value of School Property	Assessment of City and County Property
1926	2,543	98,660	60,332	$7,317,150.94	$121.28	$4,807,045.68	$24,692,006.00	$1,050,734,893.00
1927	2,622	99,569	62,159	7,489,121.54	120.48	5,618,205.57	29,582,947.49	982,717,085.00
1928	2,700	102,173	64,914	8,338,537.95	128.46	4,774,226.51	32,006,758.11	1,025,504,130.00
1929	2,811	109,637	66,961	8,546,112.27	130.02	2,834,138.91	33,879,675.19	1,055,807,910.00
1930	2,837	108,197	66,099	8,845,465.59	130.47	3,546,826,79	34,113,768.11	1,585,272,548.00
1931	2,888	108,484	69,323	9,430,110.41	136.03	3,887,133,28	36,448,140.15	1,708,371,651.00
1932	2,926	109,238	70,751	9,552,745.66	135.02	2,452,939.17	37,494,759.04	1,640,249,792.00
1933	2,797	109,258	71,390	9,358,164.15	131.09	1,477,307.03	37,548,031.09	1,433,326,620.00
1934	2,775	107,362	69,952	8,276,890.48	118.32	1,384,787.11	37,582,226.03	1,412,309,943.00
1935	2,800	106,294	68,832	9,180,913.03	133.40	2,302,034.68	38,151,721.30	1,362,107,704.00
1936	2,918	102,088	67,920	9,696,179.62	142.85	3,818,436.43	40,128,637.80	1,141,831,459.00

Cost of Operating Kindergartens During Fiscal Year July 1, 1935, to June 30, 1936

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included.

Name of School	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Total Expenditures	Cost per Unit Average Daily Attendance
Adams	20.90	$ 85.27	$ 2,465.20	$ 42.51	$ 254.23	$ 141.45	$ 84.53	$ 3,073.19	$ 147.04
Alamo	70.12	286.09	6,840.57	142.64	684.20	474.58	206.59	8,634.67	123.14
Alvarado	59.48	242.68	4,607.47	120.98	659.40	402.56	285.48	6,318.57	106.23
Andrew Jackson	30.29	123.58	2,926.98	61.61	359.56	205.00	295.79	3,972.52	131.15
Argonne	36.33	148.22	3,012.89	73.89	371.07	245.89	78.07	3,930.03	108.18
Bret Harte	24.46	99.80	2,723.28	49.75	359.07	165.55	165.49	3,562.94	145.66
Bryant	31.56	128.76	2,920.51	64.19	348.25	213.60	250.75	3,926.06	124.40
Burnett	31.36	127.95	1,793.35	63.78	437.59	212.25	179.54	2,814.46	89.75
Cabrillo	35.41	144.47	3,010.60	72.02	436.20	239.66	96.24	3,999.19	112.94
Cleveland	26.28	107.22	1,201.96	53.45	221.04	177.87	71.44	1,832.98	69.75
Columbus	20.05	81.80	2,994.60	40.78	272.65	135.70	141.86	3,667.39	182.91
Commodore Sloat	65.24	266.18	4,824.98	132.70	647.22	441.55	496.66	6,809.29	104.37
Commodore Stockton	72.63	296.33	3,539.50	147.74	510.23	491.56	194.87	5,180.23	71.32
Daniel Webster	28.01	114.28	2,668.72	56.97	362.96	189.57	130.65	3,523.15	125.78
Douglas	20.29	82.78	2,320.82	41.28	224.45	137.32	79.01	2,885.66	142.22
Dudley Stone	40.48	165.16	2,461.46	82.34	338.55	273.97	190.87	3,512.35	86.77
Edison	57.34	233.94	3,636.97	116.63	485.39	388.08	223.41	5,084.42	88.67
Edward Robeson Taylor	38.77	158.18	2,115.77	78.86	404.58	262.40	153.75	3,173.54	81.86
Emerson	31.64	129.09	1,838.36	64.36	295.57	214.15	159.68	2,701.21	85.37
Excelsior	31.63	129.05	2,572.01	64.33	346.05	214.08	347.58	3,673.10	116.13
Fairmount	31.76	129.58	2,644.46	64.60	319.02	214.95	127.94	3,500.55	110.22
Farragut	38.84	158.47	2,230.54	79.00	383.97	262.88	440.13	3,554.99	91.53
Francis Scott Key	31.58	128.84	2,879.77	64.24	311.24	213.74	295.37	3,893.20	123.28
Franklin	31.18	127.21	2,525.49	63.43	343.51	211.03	109.25	3,379.92	108.40
Frank McCoppin	41.43	169.03	1,889.07	84.27	372.10	280.40	291.95	3,086.82	74.51
Fremont	36.75	149.94	1,909.47	74.76	426.02	248.73	56.15	2,865.07	77.96
Garfield	39.54	161.32	2,403.91	80.42	434.90	267.61	504.27	3,852.43	97.43
Geary	17.37	70.87	1,824.71	35.33	195.80	117.57	112.56	2,356.84	135.68
George Peabody	24.32	99.22	2,063.65	49.47	413.34	164.60	325.05	3,115.33	128.10
Glen Park	15.28	62.34	1,928.09	31.08	78.98	103.42	94.53	2,298.44	150.42
Golden Gate	33.58	137.00	2,952.83	68.30	406.48	227.27	242.97	4,034.85	120.16
Grant	32.49	132.56	2,047.45	66.08	325.64	219.89	66.33	2,857.95	87.96
Grattan	32.11	131.01	2,924.03	65.32	260.19	217.33	203.21	3,801.09	118.38
Guadalupe	33.97	138.60	2,095.21	69.10	418.26	229.91	167.34	3,118.42	91.80
Hawthorne	46.07	187.96	3,558.15	93.72	419.63	311.80	116.69	4,687.95	101.76
Hillcrest	7.16	29.21	2,156.88	14.57	135.45	48.46	23.28	2,407.85	336.29
Irving M. Scott	19.76	80.62	1,899.33	40.19	251.24	133.73	186.65	2,591.76	131.16
Jean Parker	35.57	145.12	2,307.03	72.35	255.25	240.75	93.11	3,113.61	87.53

Cost of Operating Kindergartens During Fiscal Year July 1, 1935, to June 30, 1936—(Continued)

Note: Expenditures for Capital Outlay, Bond Interest and Bond Redemption are not included.

Name of School	Average Daily Attendance	Administration	Instruction	Auxiliary Agencies and Coordinate Activities	Operation of School Plant	Fixed Charges	Maintenance of School Plant	Total Expenditures	Cost per Unit Average Daily Attendance
Jefferson	37.80	$ 154.22	$ 2,684.66	$ 76.89	$ 350.58	$ 255.83	$ 440.19	$ 3,962.37	$ 104.82
John Muir	57.38	234.11	4,547.83	116.71	509.40	388.35	99.15	5,895.55	102.75
Junipero Serra	27.07	110.44	2,865.68	55.07	316.04	183.21	170.36	3,700.80	136.71
Kate Kennedy	20.76	84.70	2,929.14	42.23	243.22	140.50	93.62	3,533.41	170.20
Lafayette	56.37	229.99	3,548.26	114.66	502.06	381.52	165.85	4,942.34	87.68
Laguna Honda	34.59	141.13	1,809.19	70.35	331.45	234.10	76.13	2,662.35	76.97
Lawton	29.74	121.34	1,377.31	60.50	330.91	201.28	216.54	2,307.88	77.60
Le Conte	45.66	186.29	5,603.86	92.87	482.88	309.03	110.24	6,785.17	148.60
Lincoln	20.27	82.70	2,628.98	41.23	577.02	137.19	695.07	4,162.19	205.34
Longfellow	23.63	96.41	2,153.99	48.06	280.64	159.93	141.96	2,880.99	121.92
Madison	34.74	141.74	1,868.98	70.67	380.82	235.12	244.74	2,942.07	84.69
Marshall	23.83	97.23	1,727.78	48.47	210.12	161.28	101.14	2,346.02	98.45
McKinley	29.44	120.11	2,042.54	59.88	315.70	199.25	147.59	2,885.07	98.00
Pacific Heights	23.41	95.51	1,719.80	47.62	238.22	158.44	116.07	2,375.66	101.48
Parkside	53.38	217.79	4,963.95	108.57	402.61	361.28	227.03	6,281.23	117.67
Patrick Henry	19.83	80.91	1,744.86	40.34	263.37	134.21	65.25	2,328.94	117.45
Paul Revere	23.53	96.00	1,729.59	47.86	259.41	159.25	101.75	2,393.86	101.74
Raphael Weill	48,87	199.39	4,438.35	99.41	460.76	330.75	148.56	5,677.22	116.17
Redding	26.33	107.42	2,088.06	53.56	226.33	178.20	53.04	2,706.61	102.80
Sanchez	69.04	281.68	5,560.17	140.43	558.67	467.26	181.01	7,189.22	104.13
San Miguel	31,43	128.23	1,844.38	63.93	363.14	212.72	123.83	2,736.23	87.06
Sarah B. Cooper	42.55	173.60	2,951.83	86.55	691.37	287.99	98.97	4,290.31	100.83
Sheridan	32.82	133.90	2,896.78	66.75	323.38	222.13	344.09	3,987.03	121.48
Sherman	50.62	206.53	4,978.04	102.96	455.23	342.60	123.37	6,208.73	122.65
Spring Valley	31.89	130.11	2,891.32	64.87	332.80	215.83	128.30	3,763.23	118.01
Starr King	20.76	84.70	1,771.57	42.23	288.75	140.50	135.28	2,463.03	118.64
Sunnyside	29.88	121.91	2,654.68	60.77	271.05	202.23	162.23	3,472.87	116.23
Sutro	27.15	110.77	2,246.62	55.23	346.32	183.76	118.29	3,060.99	112.74
Twin Peaks	6.34	25.87	1,786.85	12.89	144.46	42.91	31.75	2,044.73	322.51
Visitacion Valley	25.34	103.39	1,939.57	51.55	247.70	171.51	163.04	2,676.76	105.63
Washington Irving	30.21	123.26	1,255.29	61.44	275.15	204.47	63.09	1,982.70	65.63
West Portal	63.64	259.65	4,453.00	129.44	561.41	430.72	251.34	6,085.56	95.62
Winfield Scott	72.29	294.94	7,195.76	147.04	526.36	489.26	465.91	9,119.27	126.15
Yerba Buena	25.49	104.00	2,836.68	51.85	292.82	172.52	111.13	3,569.00	140.02
TOTAL	2,517.11	$ 10,269.70	$202,451.42	$5,119.92	$26,129.43	$17,035.99*	$13,204.95	$274,211.41	$108.94
AVERAGE	34.96	142.63	2,811.83	71.11	362.91	236.61	183.40	3,808.49	

*Includes contributions to Retirement System.

Special School Tax (Including P.W.A.) Expenditures for Fiscal Year July 1, 1935, to June 30, 1936

Schools	Lands	Plans	Buildings	Equipment	Earthquake Survey and Reconstruction	Fire Damage Repairs and Replacements	Repairs to Schools	Total
San Francisco Junior College		$ 240.59						$ 240.59
Repairs to Junior College							$ 5,791.66	5,791.66
TOTAL JUNIOR COLLEGE		$ 240.59					$ 5,791.66	$ 6,032.25
Galileo High			$ 149.72					$ 149.72
George Washington High		$ 7,029.70	37,755.99	$533.47				45,319.16
Girls High					$ 720.00	$252,228.86		252,948.86
Lowell High					4,905.65	154,669.53		159,575.18
Mission High	$12,066.62							12,066.62
Polytechnic High		6,311.87	45,862.84					52,174.71
Repairs to High Schools							79,571.88	79,571.88
TOTAL HIGH SCHOOLS	$12,066.62	$13,341.57	$ 83,768.55	$533.47	$ 5,625.65	$406,898.39	$ 79,571.88	$601,806.13
Aptos Junior High		$ 6,031.00	$ 9,976.93					$ 16,007.93
John Swett Junior High					$ 581.94			581.94
Marina Junior High		913.85	187.07	$121.93				1,222.85
Repairs to Junior High Schools							$ 36,538.63	36,538.63
TOTAL JUNIOR HIGH SCHOOLS		$ 6,944.85	$ 10,164.00	$121.93	$ 581.94		$ 36,538.63	$ 54,351.35
Bay View					$ 12.59			$ 12.59
Columbus					1,856.32			1,856.32
Daniel Webster		$ 2,210.66	$ 23,468.20		13.31	$ 107.60		25,799.77
Douglas			4,407.29					4,407.29
Excelsior					4,712.36			4,712.36
Golden Gate					125.57			125.57
Laguna Honda					2,676.63			2,676.63
Lincoln					3,676.89			3,676.89
Paul Revere						500.99		500.99
Redding					79.87			79.87
Rincon	$ 13.80							13.80
Sanchez						104.02		104.02
Repairs to Elementary Schools							$164,225.33	164,225.33
TOTAL ELEMENTARY SCHOOLS	$ 13.80	$ 2,210.66	$ 27,875.49		$13,153.54	$ 712.61	$164,225.33	$208,191.43
West Portal Lot	$ 132,57							$ 132.57
Tehama Street Building			$ 189.14					189.14
Bush and Stockton Sts. Building		$ 1,000.00	12,256.14					13,256.14
Miscellaneous		321.61	125.00	$ 32.02				414.59
Gardeners' Equipment				10.60				10.60
GRAND TOTAL	$12,212.99	$24,059.28	$134,378.32	$633.98	$19,361.13	$407,611.00	$286,127.50	$884,384.20

Cash Balances In Various Funds as of June 30, 1936

To the Credit of	School House Bond 1934	Special School Tax	Common School Fund	Total
Senior High Schools	$162,459.76	$258,649.69	$23,520.19	$444,629.64
Junior High Schools	5,653.37	310,181.20	10,250.38	326,084.95
Elementary Schools	449,517.77	162,246.05	398,830.35	1,010,594.17
Revolving Fund	----------	----------	250.00	250.00
TOTAL	$617,630.90	$731,076.94	$432,850.92	$1,781,558.76

List of School Sites and Buildings as of June 30, 1936

Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
3179	Junior College	1,245,816	$ ***	.....	$ 243.85	....	Plans not started.		
HIGH SCHOOLS									
2194, 2195									
2326, 2327	Abraham Lincoln	704,000	257,792.13	.....	.....	....	Plans not started.		
6958, 6960	Balboa	455,960	159,257.52	1928	356,274.50	B	Reinforced concrete	Cement plaster; cast stone and terra cotta trim	1st unit, academic and shop bldgs.
		.....	.....	1930	375,238.82	B	Reinforced concrete	Cement plaster; cast stone	2nd unit, gymnasium shop addn.
		.....	.....	1931	689,598.63	B	Reinforced concrete	Cement plaster; cast stone	3rd unit, academic bldg. and athletic field
						A	Auditorium—steel frame		
454 & 475	Galileo	211,200	233,478.55	1924	652,774.27	B	Reinforced concrete	Cement plaster; cast cement trim	1st unit
							Auditorium—reinforced concrete		
		.....	.....	1927	163,880.51	B	Reinforced concrete	Cement plaster	Athletic field and gymnasium bldg.
		.....	.....	1927	521,448.75	B	Reinforced concrete	Cement plaster; cast cement	3rd unit
1513, 1514									
1573, 1574	George Washington	681,899	498,105.41	1936	830,915.32	B	Reinforced concrete	Finished concrete; cast cement and terra cotta trim	1st unit, academic bldg.
		.....	.....	193–	44,917.36	B	Reinforced concrete	Finished concrete; cast cement and terra cotta trim	Shop building under construction
705	Girls	93,844	*	1913	411,610.01	C	Steel frame, wood joist	Brick	Original building
						C	Auditorium — Steel frame, wood joist.		
		.....	.....	1932	272,430.86	C	.....	.....	Alterations to original bldg.
						A	Gymnasium — steel frame	Brick.	

List of School Sites and Buildings—(Continued)

HIGH SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
810 & 815	High of Commerce	211,613	$963,487.50	1910	$ 261,635.28	A	Steel frame	Pressed brick; terra cotta trim	Original building
				1926	53,595.43	....	Wooden bleachers, concrete wall	Cement plaster	Athletic field, etc.
				1927	41,898.33	....	Interior alterations		Cafeteria
				1927	1,047,673.41	B	Reinforced concrete	Cement plaster; terra cotta trim	
						A	Auditorium — steel frame.		Addition
1196	Lowell	104,844	117,851.81	1912	346,703.59	C	Steel frame, wood joist	Brick.	
						C	Assembly hall—steel frame, wood joist.		
3579	Mission	118,907	178,841.30	1924	389,338.02	B	Reinforced concrete	Cement plaster; cast cement trim	Shop building
				1927	1,082,311.09	B	Reinforced concrete	Cement plaster; cast cement trim	
						A	Auditorium—steel frame.		Main building
1265	Polytechnic	139,484	78,222.50	1912	243,814.11	B	Reinforced concrete	Cement plaster	Shop building
				1916	491,874.43	B	Steel frame, reinforced concrete floors	Pressed brick; terra cotta trim	Main building
						B	Auditorium—steel frame.		
				1929	181,389.88	A	Steel frame, concrete floors	Cement plaster and brick; terra cotta trim	Addition — gymnasium, etc.
				193–	52,410.47	A	Steel frame, concrete floors	Cement plaster and brick; terra cotta trim	Girls' gymnasium under constn.
3636	Agassiz	32,800	29,181.08	193–	32,319.88	B	Reinforced concrete	Architectural concrete; brick trim	New building under
3554	Continuation School	36,400	1,350.00	1909	173,503.16	A	Steel frame	Pressed brick; terra cotta trim.	construction.
						A	Auditorium—steel frame.		
3636	Humboldt Evening High (Annex)	**		1892	31,500.00	E	Wood frame	Rustic.	
JUNIOR HIGH SCHOOLS									
3265, 3266	Aptos	119,890	77,329.00	1931	700,339.66	B	Reinforced concrete	Cement plaster; cast stone trim	
						A	Auditorium—steel frame.		Original building
				193–	16,099.27	B	Reinforced concrete	Cement plaster; cast stone trim	11 additional classrooms under construction.
5714	Bernal	116,597	240,805.98	.....	7,200.00	....	Plans made; work held in abeyance owing to lack of funds.		
3565	Everett	183,279	452,383.66	1928	1,003,182.47	B	Reinforced concrete	Cement plaster; cast cement and faience tile trim.	
						A	Auditorium—steel frame.		

List of School Sites and Buildings—(Continued)

JUNIOR HIGH SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
40 & 53	Francisco	78,389	111,838.00	1925	33,161.66	E	Wood frame	Corrugated galvanized iron and rustic	Addition and shop.
		.....	.....	1926	249,007.91	B	Reinforced concrete	Cement plaster	Main building
						A	Auditorium—steel frame.		
		.....	.....	1926	23,162.18	E	Wood frame	Rustic	Addition
		.....	.....	1931	206,434.43	B	Steel frame, wood partitions	Cement plaster	Addition — gymnasium, etc.
3643	Horace Mann	106,808	230,060.29	1924	441,904.66	B	Reinforced concrete	Cement plaster; terra cotta	
						B	Auditorium—reinforced concrete, steel trusses.	trim	
6547	James Lick	127,680	272,718.44	1932	632,288.28	B	Reinforced concrete	Cement plaster; cast stone trim.	
						A	Auditorium—steel frame.		
768	John Swett	51,675	105,495.59	1912	105,354.22	C	Steel frame, wood joist	Brick	Original building
		.....	.....	1929	16,197.56	C	Masonry walls, wood rafters	Brick	Shop addition
436A	Marina	296,227	234,352.00	1936	635,396.81	B	Reinforced concrete	Finished concrete; cast cement and terra cotta trim	1st academic unit and gymnasium
						A	Gymnasium—steel frame.		
5983, 5984	Portola	192,000	116,519.04	1910	97,042.23	C	Reinforced concrete, wood joist	Cement plaster	Original building
		.....	.....	1928	494,371.43	B	Reinforced concrete	Cement plaster; cast cement trim	Addition
1461	Presidio	144,000	2,403.00	1930	798,907.22	B	Reinforced concrete	Cement plaster; cast stone trim.	
						A	Auditorium—steel frame.		
1061	Roosevelt	65,780	60,508.14	1930	588,949.27	B	Reinforced concrete	Brick veneer.	
						A	Auditorium—steel frame.		
ELEMENTARY SCHOOLS									
739	Adams	16,500	.....	1911	94,739.36	C	Steel frame, wood joist	Brick	
1411	Alamo	60,000	79,078.07	1926	399,766.47	B	Reinforced concrete	Brick; terra cotta trim.	
						A	Auditorium—steel frame.		
2773	Alvarado	79,247	94,796.60	1926	323,942.91	B	Reinforced concrete	Cement plaster; cast stone and terra cotta trim.	
1194	Andrew Jackson	55,000	100,859.86	1924	159,993.87	B	Reinforced concrete	Cement plaster.	
1627	Argonne	68,520	38,961.50	1920	124,621.66	E	Wood frame	Brick veneer.	
5356	Bay View	70,000	10,280.00	1908	126,301.69	C	Steel frame, wood joists	Cement plaster.	
5707	Bernal	43,094	14,602.50	1922	41,447.63	E	Wood frame	Rustic; fire resistant shingles.	
4994	Bret Harte	60,602	10,090.00	1911	22,435.41	E	Wood frame	Rustic; fire resistant shingles.	Original building
		.....	.....	1926	43,430.72	E	Wood frame	Rustic	Addition
4151	Bryant	30,000	*	1910	106,306.15	E	Concrete foundation, wood frame	Cement plaster.	
4023	Buena Vista	20,000	*	1880	30,067.51	E	Wood frame	Rustic.	
5310	Burnett	40,000	13,415.00	1910	54,372.92	E	Concrete foundation, wood frame	Cement plaster.	
1620	Cabrillo	36,000	*	1925	80,427.94	E	Wood frame	Shiplap and cement plaster.	

List of School Sites and Buildings—(Continued)

ELEMENTARY SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
6075	Cleveland	60,000	13,375.00	1911	64,782.24	E	Concrete foundation, wood frame	Cement plaster.	
1858	Columbus	75,160	33,970.50	1914	74,442.75	C	Steel frame, wood joist	Brick	Original building
		.....	.....	1923	63,385.85	C	Concrete frame, wood joist	Brick	Addition, auditorium and classrooms.
256	Commodore Sloat	194,166	73,873.80	1922	172,254.07	E	Wood frame, concrete stairs	Cement plaster	Original building
		.....	.....	1927	126,648.16	E	Wood frame, concrete stairs	Cement plaster	Addition
192 & 211	Commodore Stockton	34,031	42,966.45	1915	107,081.15	C	Steel frame, concrete foundation	Brick	Original building
		.....	.....	1924	104,760.92	B	Reinforced concrete	Cement plaster; cast stone trim	Annex
4066	Daniel Webster	55,000	61,064.50	1917	146,305.20	C	Steel frame, wood joist	Brick	Original building
		.....	.....	1928	11,136.20	E	Wood frame	Brick veneer	Shop building
		.....	.....	1936	25,731.47	B	Reinforced concrete	Cement plaster; cast concrete and run cement plaster moldings and trim	Auditorium
2697	Douglas	28,005	26,647.00	1895	31,277.32	E	Wood frame	Rustic.	
		.....	.....	1936	4,407.29	....	.....	.....	Alterations and new heating system
1243	Dudley Stone	53,906	94,974.13	1926	394,118.20	B	Reinforced concrete	Cement plaster; terra cotta trim	
3630	Edison	80,275	254,950.90	1927	356,291.12	B	Reinforced concrete	Cement plaster; cast stone trim.	
5985	Edward Robeson Taylor	96,000	15,230.80	1924	180,682.52	E	Wood frame	Cement plaster	Original building
		.....	.....	1929	115,813.60	B	Reinforced concrete	Cement plaster	Addition
1027	Emerson	37,813	17,638.29	1923	186,011.80	B	Reinforced concrete	Cement plaster.	
6012	Excelsior	60,000	27,682.32	1911	82,772.79	C	Steel frame, wood joist	Brick	Original building
		.....	.....	1920	45,174.46	C	Steel frame, wood joist	Brick	Addition
6657	Fairmount	120,870	102,729.01	1918	158,424.18	E	Wood frame	Brick veneer.	
6985	Farragut	61,875	12,642.50	1911	103,276.16	E	Concrete foundation, wood frame	Cement plaster.	
1797	Francis Scott Key	60,000	11,646.49	1908	56,075.04	E	Wood frame	Shingles	Original building
		.....	.....	1927	110,029.66	E	Wood frame	Cement plaster and half timber	Addition
1888	Francis Scott Key (New)	90,000	13,643.70	1936	196,119.44	B	Reinforced concrete	Cement plaster; terra cotta and cement plaster ornamentation.	
3758	Franklin	37,625	5,200.00	1911	76,214.83	E	Wood frame	Cement plaster.	
1638	Frank McCoppin	42,000	9,801.43	1910	106,294.69	E	Concrete foundation, wood frame	Cement plaster and brick.	
1157	Fremont	28,594	9,933.50	1892	35,873.00	E	Wood frame	Rustic.	
87	Garfield	40,047	14,489.45	1910	111,784.03	E	Concrete foundation, wood frame	Cement plaster.	
1067	Geary	51,862	83,301.10	1930	130,174.62	B	Reinforced concrete	Cement plaster.	
1427	George Peabody	36,000	*	1911	80,693.02	E	Wood Frame	Cement plaster and brick	original building
		.....	.....	1924	5,640.88	....	Alterations	.....	3 classrooms provided.

List of School Sites and Buildings—(Continued)

ELEMENTARY SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
6757	Glen Park	80,000	$ 5,616.00	1936	$193,596.32	B	Reinforced concrete	Cement plaster; terra cotta, tile and cast concrete ornamentation	New building
753	Golden Gate	28,359	25,767.75	1908	70,121.77	C	Steel frame, wood joist	Brick	Original building
				1928	10,420.06	....	Alterations		New heating system
617	Gough	17,557	*	1923	57,005.75	E	Wood frame, concrete stairs	Cement plaster.	
963	Grant	34,689	44,720.00	1921	287,598.73	B	Reinforced concrete frame, tile curtain walls	Cement plaster.	
1281	Grattan	50,894	28,575.00	1911	69,786.17	E	Wood frame	Shiplap.	
6440	Guadalupe	88,081	27,932.66	1922	82,869.32	E	Wood frame, concrete stairs	Cement plaster	Original building
				1927	123,214.31	E	Wood frame, concrete stairs	Cement plaster	Addition
92	Hancock	29,475	32,847.50	1911	166,321.20	B	Steel frame, reinforced concrete floors	Pressed brick; terra cotta trim.	Original building
				1923	36,163.89	B	Reinforced concrete	Cement plaster.	Addition.
3638	Hawthorne	69,515	109,228.40	1926	278,710.86	B	Reinforced concrete Auditorium—reinforced concrete.	Cement plaster; terra cotta trim.	
5911	Hillcrest	93,490	8,900.00	1919	15,448.33	E	Wood frame	Clapboards; fire resistant shingles.	
4107, 4124	Irving M. Scott	30,000	*	1895	35,360.00	E	Wood frame	Rustic.	
148	Jean Parker	26,898	27,015.00	1911	174,491.57	B	Steel frame, reinforced concrete floor slabs	Brick.	
1773	Jefferson	82,500	26,924.80	1921	283,136.63	E	Wood frame	Brick veneer	Original building
				1929	93,040.79	E	Wood frame	Brick veneer	Addition
						A	Auditorium—steel frame, brick.		
841	John Muir	46,975	138,071.81	1928	322,907.70	B	Reinforced concrete	Cement plaster; cast stone and	
						B	Auditorium—reinforced concrete...	terra cotta trim.	
5718	Junipero Serra	34,643	23,905.00	1911	92,922.59	E	Concrete foundation, wood frame..	Cement plaster.	
6640	Kate Kennedy	41,040	31,949.95	1911	102,370.57	E	Concrete foundation, wood frame..	Cement plaster.	
1579	Lafayette	74,400	44,768.80	1927	386,215.87	B	Reinforced concrete Auditorium—reinforced concrete.	Cement plaster; terra cotta trim.	
1761	Laguna Honda	48,000	15,448.00	1909	113,041.17	C	Steel frame, wood joists	Brick.	
1876	Lawton	90,000	36,675.00	1936	192,649.91	B	Reinforced concrete	Cement plaster; glazed tile and glass building block trim.	
5503	Le Conte	64,153	38,148.98	1926	310,902.04	B	Reinforced concrete	Cement plaster.	
3752	Lincoln	37,325	43,671.28	1911	75,537.96	E	Concrete foundation, wood frame..	Cement plaster.	
6474	Longfellow	89,247	36,816.00	1911	78,675.38	E	Concrete foundation, wood frame..	Cement plaster.	
1014	Madison	36,710	43,730.50	1910	87,945.72	E	Reinforced concrete basement, wood frame	Cement plaster	Original building
				1927	104,147.36	B	Reinforced concrete Auditorium—reinforced concrete.	Cement plaster	Addition
3553	Marshall	33,900	33,580.82	1914	83,837.14	E	Wood frame, concrete stairs	Cement plaster.	

List of School Sites and Buildings—(Continued)

ELEMENTARY SCHOOLS—Continued Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
4068	Matt. I. Sullivan	32,500	$ 838.06	.....	$ 4,860.00	....	Plans made; work held in abeyance owing to lack of funds.		
2612	McKinley	73,600	35,309.23	1910	112,343.18	E	Concrete foundation, wood frame	Cement plaster	Original building
		.....	.....	1922	59,322.46	E	Wood frame	Cement plaster	Additions and alterations
2955B	Miraloma Park	96,400	145.00	.....	.....	....	Plans not started.		
6010	Monroe	120,000	63,422.11	1919	186,590.06	E	Wood frame	Brick.	
588	Pacific Heights	38,361	118,969.19	1924	288,466.58	B	Reinforced concrete	Cement plaster.	
2425	Parkside	90,000	24,010.00	1922	146,570.89	E	Wood frame	Cement plaster, half timber	Original building
		.....	.....	1926	67,221.20	E	Wood frame, concrete stairs Auditorium—wood frame.	Cement plaster, half timber	Annex
4029	Patrick Henry	38,000	24,160.33	1913	66,435.70	E	Wood frame	Shiplap.	
		.....	.....	1936	96,482.46	B	Reinforced concrete	Finished concrete; concrete ornamentation	New building
5702, 5728	Paul Revere	66,500	48,069.00	1917	29,924.00	E	Wood frame	Shiplap	Original building
		.....	.....	1928	195,627.75	B	Reinforced concrete	Cement plaster	Addition
724	Raphael Weill	49,500	214,109.19	1927	359,363.24	B	Reinforced concrete Auditorium—steel frame.	Cement plaster; terra cotta trim.	
668	Redding	24,000	6,169.00	1917	144,523.74	C	Steel frame, wood joist Auditorium—steel, wood.	Brick.	
3565	Sanchez	72,921	174,651.59	1927	306,592.94	B	Reinforced concrete Auditorium—reinforced concrete.	Cement plaster; cast cement trim.	
6962	San Miguel	82,196	39,284.75	1929	119,504.97	E	Concrete foundation, wood frame	Cement plaster; cast stone trim.	
72	Sarah B. Cooper	30,613	41,995.00	1915	103,113.67	B	Reinforced concrete	Cement plaster	Original building
		.....	.....	1924	9,181.95	....	Alterations		2 classrooms and auditorium, provided in basement
7105	Sheridan	70,000	19,360.87	1910	107,699.60	E	Concrete foundation, wood frame	Cement plaster.	
545	Sherman	75,625	79,198.93	1928	348,714.03	B	Reinforced concrete	Cement plaster; terra cotta and cast stone trim.	
186	Spring Valley	41,250	47,418.22	1912	119,722.67	B	Steel frame, reinforced concrete floor slabs	Brick	Original building
		.....	.....	1923	87,521.30	B	Reinforced concrete	Brick	Addition
		.....	.....	1926	9,862.25	....	Alterations		3 classrooms added
4278	Starr King	40,000	31,283.73	1913	65,811.76	E	Wood frame, concrete stairs	Shakes	Original building
		.....	.....	1935	12,009.47	....			Fire escapes and yard work
		.....	.....	1936	4,771.82	E	Wood frame, concrete stairs	Shakes	Library
3121	Sunnyside	64,688	24,828.31	1908	38,642.57	D	Wood joist, brick walls	Cement plaster	Original building
		.....	.....	1927	224,170.23	B	Reinforced concrete Auditorium—reinforced concrete.	Cement plaster; cast stone trim	Addition
3579	Sunshine	16,856	35,859.88	1930	13,474.56	E	Wood frame	Cement plaster	①Addition to bungalows
4273	Sunshine-Buena Vista	39,000	21,669.68	193–	71,033.09	B	Reinforced concrete	Cement plaster; ornamental iron and tile trim	Building under construction
1421	Sutro	42,000	7,189.97	1910	108,346.49	E	Concrete foundation, wood frame	Cement plaster and brick.	

List of School Sites and Buildings—(Continued)

Block	Name of School	Sq. Ft. in Area of School Site	Cost of Site	Date of Construction	Cost of Construction	Type of Construction	Kind of Construction	Exterior Finish	Unit
ELEMENTARY SCHOOLS—Continued									
2387	39th and Ulloa	78,000	37,835.93	.....	.....	....	Plans not started.		
2718	Twin Peaks	47,134	6,620.00	1919	26,964.68	E	Wood frame	Rustic, boards and battens.	
823	Ungraded (Denman Building)	60,672	95,261.79	1910	191,009.84	B	Steel frame, reinforced concrete floor slabs	Brick.	
6254	Visitacion Valley	56,003	7,534.60	1911	52,509.73	E	Wood frame	Shiplap	Original building.
		.....	.....	1934	7,304.00	....	.....	.....	Moving building
		.....	.....	1936	168,086.37	B	Reinforced concrete	Cement plaster; terra cotta tile and cast stone ornamentation	New building
143	Washington Irving	27,557	85,119.50	1914	81,766.70	C	Steel frame, wood joist	Brick	Original building
		.....	.....	1924	12,075.74	....	.....	.....	Yard work
2979	West Portal	118,313	78,953.50	1927	175,738.65	B	Reinforced concrete	Cement plaster; cast stone and faience tile trim	Original building
		.....	.....	1932	137,386.76	B	Reinforced concrete	Cement plaster; cast stone and faience tile trim	Addition
920	Winfield Scott	75,625	77,568.06	1930	197,708.32	B	Reinforced concrete	Cement plaster.	
509	Yerba Buena	55,500	48,365.50	1911	57,619.70	E	Wood frame	Cement plaster	Original building
		.....	.....	1923	96,810.15	E	Wood frame, concrete stairs	Cement plaster	Annex
		.....	.....	1924	7,225.00	....	Alterations	.....	Lathing and plastering original building to match annex
MISCELLANEOUS BUILDINGS									
739	②Adams Annex	9,900	25,228.88	1923	62,829.16	B	Reinforced concrete	Cement plaster.	
286	③Bush Stockton Sts. Building	18,906	10,500.00	1936	13,281.52	C	Reinforced concrete	Plaster finish with plaster ornamentation.	
3759	④Ethan Allen	50,188	127,825.50	1907	7,800.00	E	Wood frame	Rustic.	
105	④Garfield Annex	18,906	*	1918	19,579.00	E	Wood frame	Shingles.	
875	⑤Hearst	18,906	*	1888	25,007.00	E	Wood frame	Rustic.	
757	Henry Durant	25,185	12,485.15	1877	18,294.00	E	Wood frame	Rustic.	
93	⑥Michelangelo	18,906	*	1906	8,200.00	E	Wood frame	Rustic.	
853	④Moulder	16,500	23,000.00	1884	21,100.00	E	Wood frame	Rustic.	
3520	Warehouse	33,050	10,305.72	1921	140,467.69	B	Reinforced concrete	Brick	Original building
		.....	.....	1928	74,533.93	A	Steel frame	Brick	Addition
213	④Washington Grammar	28,359	26,049.00	1909	104,076.52	C	Steel frame, wood joists	Brick.	
MISCELLANEOUS LANDS		.....	280,008.41	.....	.....	....	This property consists of seventy-eight (78) sites.		
	TOTALS		$8,544,722.17		$29,013,548.32				

*This property reserved for school purposes from Outside Lands, donations, etc.
**This building occupies part of the Agassiz site.
***This property obtained from other City Departments by exchange of unused School sites.
①Bungalows provided out of repair fund.
②Building now being used as a Police Station.
③Building erected by and being used for offices of Golden Gate International Exposition.
④Buildings being used as offices by P. W. A. projects.
⑤Building being used by 2nd District Congress of the Parent-Teachers Association.
⑥May 10, 1928, permission given Playground Commission to use for playground purposes.

Confusion in Attendance Figures Clarified

CLARIFICATION of attendance figures in the San Francisco Public Schools over nine complete school years by elimination of emergency attendance allowed by the State shows that average daily attendance has increased in nine years from 68,759 to 71,542, an increase of 2,763 units. Confusion has been caused in computing these figures on a non-comparable base—by including emergency attendance as actual attendance and making no allowance for a drastic change made in the method of computation since the year 1934-35. The change was authorized in school code provisions which reduced the emergency attendance allowed to San Francisco county from 6,820 units in 1933-34 to 707 in 1935, although the actual decline in attendance was only 1,258.

SAN FRANCISCO PUBLIC SCHOOLS

Discussing this question before the November, 1936, session of the Teachers' Institute, Hon. C. Harold Caulfield, president of the Board of Education, said:

"Again it is impossible accurately to determine at a given time the number of pupils in the schools. Methods of counting are subject to variation. Therefore when we solemnly declare that there has been a drop in school attendance, that the average daily attendance has dropped approximately 6,500 since 1932, we must recall that a legal change in the computation of average daily attendance resulting in the elimination of emergency attendance in the totals, accounts for 2,600 of this decrease; so that the actual decrease in average daily attendance is really less than 3,900. Your school administrators have been and are aware of this situation and our needs have been correspondingly adjusted to it. The fact that school attendance in certain grades is presently declining does not mean that the need for schooling is decreasing, nor must it be seized upon by rigid economists as an excuse to slash school costs beyond the extent justified by the decrease."

Emergency Attendance

Figures made available by the Bureau of Educational Research and Service, separating actual from emergency average daily attendance for the nine-year period, follow:

AVERAGE DAILY ATTENDANCE BY YEARS

Year	Average Daily Attendance	Emergency Attendance	Total Less Emergency
1927-1928	68,759	.....	68,759
1928-1929	71,140	1,230	69,910
1929-1930	73,221	1,302	71,919
1930-1931	75,557	1,871	73,686
1931-1932	77,829	2,302	75,527
1932-1933	79,515	3,736	75,779
1933-1934	80,659	6,820	73,839
1934-1935	73,288	707	72,581
1935-1936	73,063	1,521	71,542

Pin Map Revelations

The pin map of the San Francisco Public School population in certain districts might well be made of Mexican jumping beans, judging from the wholesale changes in school population as reflected in a study now under way by the Bureau of Attendance and Guidance.

San Francisco has the most transient school population of any city in the United States. Beginning in the month of March of each year, entire families rove from point to point in interior California, accepting seasonal employment in agriculture and other industries. Several years ago the turnover population in one elementary school was 100 per cent every school year. That school, the Harrison Elementary

School, has since been closed and converted into a warehouse. Last year in one school alone 50 per cent of children transferred to districts outside San Francisco. Despite this turnover the school was filled to capacity at all times.

The Bureau of Educational Research and Service recently conducted a survey of school population as related to the building program and found that in spite of the constant changes in school population, the location of school buildings has been 96.5 per cent accurate on the basis of use over a period of 20 years.

Although the Board of Education has authorized the construction of 60 fireproof schools since 1920, out of the 100 buildings now in use, there remained 80 one-room wooden portable bungalows in November, 1936, housing 4,000 children of elementary school age, according to recent studies made by the Bureau of Research. These bungalows are attached to the regular school buildings or erected in the school yard. It may be seen from the above that San Francisco is 80 rooms short of normal accommodations for children now in the elementary schools. In addition there are numerous annex classrooms, erected of wood, adjoining regular buildings but which are so constructed as to provide steam heating accommodations and finished walls. Unless there is a sharp decline in elementary school attendance in the next five years, additional permanent buildings must be constructed.

Attendance Statistics
1935 - 1936

(a) *San Francisco Enrollment

	Year 1934-1935 Totals	1935-1936 Boys	Girls	Total	Difference
Kindergarten	5,328	2,750	2,604	5,354	26 (i)
Elementary	44,834	22,408	20,860	43,268	1,566 (d)
Junior High Gr. 7-8	7,818	4,156	3,722	7,878	60 (i)
Junior High Gr. 9-10	4,406	2,160	2,164	4,324	82 (d)
Senior High	17,689	9,087	8,997	18,084	395 (i)
Continuation	3,654	1,281	1,952	3,233	421 (d)
†Adult Education	1,300	384	986	1,370	70 (i)
Junior College	.....	1,090	646	1,736	1,736 (i)
Evening High Schools	19,288	10,469	8,243	18,712	576 (d)
Parental Education and Public Speaking	504	.....	908	908	404 (i)
	†104,821	53,785	51,082	104,867	46 (i)

† This total is 1473 less than the total of 106,294 published in the annual report of June, 1936. In the Adult Education a change was made in the method of computing enrollment.

(d)=decrease.
(i)=increase.

City of San Francisco Enrollment includes all pupils originally (or first) enrolled during a school year (July 1 to June 30) in a public school of San Francisco PLUS all pupils who may come from any private school anywhere, or from a public school outside of San Francisco during said school year. Exception: Junior and senior high schools must include in San Francisco enrollment such pupils as were enrolled in elementary schools and promoted to high schools during the fiscal year. Totals include certain pupils counted twice and must not be interpreted to mean the actual number of different pupils enrolled during the year in the system as a whole.

(b) *State Enrollment

	Year 1934-1935 Totals	1935-1936 Boys	Girls	Total	Difference
Kindergarten	5,265	2,707	2,566	5,273	8 (i)
Elementary	43,054	21,411	19,950	41,361	1,693 (d)
Junior High Gr. 7-8	7,545	3,965	3,677	7,642	97 (i)
Junior High Gr. 9-10	4,303	2,118	2,111	4,229	74 (d)
Senior High	17,402	8,906	8,826	17,732	330 (i)
Continuation	3,634	1,429	1,773	3,202	432 (d)
†Adult Education	1,300	383	986	1,369	69 (i)
Junior College	.....	1,048	633	1,681	1,681 (i)
Evening High Schools	19,250	10,462	8,234	18,696	554 (d)
Parental Education and Public Speaking	504	.....	903	903	399 (i)
	102,257	52,429	49,659	102,088	169 (d)

(d)=decrease.
(i)=increase.
†=Number of individuals counted—not four hour sessions as in previous years.

* State enrollment (required by the state superintendent of public instruction) divides all pupils in the state (those in kindergarten excepted) into two sections: Elementary and Secondary (high). Within each section, state enrollment excludes duplication in the state during the fiscal year. The state enrollment is less than the actual number of pupils by the number of schools in the state during the school year.

State Enrollment and Average Daily Attendance for Yearly Comparison

(a) State Enrollment by Years

	1927-28	1928-29	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
Kindergarten	5,531	5,685	5,973	6,222	6,096	6,045	5,476	5,265	5,273
Elementary	50,062	48,516	48,337	47,295	46,571	44,752	44,081	43,054	41,361
Junior High	5,715	8,013	8,067	9,255	11,193	11,688	11,929	11,848	11,871
Senior High	12,979	13,547	14,469	15,885	15,726	16,662	16,733	17,402	17,732
Continuation	5,189	5,265	4,829	4,022	4,255	3,697	3,619	3,634	3,202
Evening Elementary	3,564	3,919	4,190	3,398	2,777	370	335	.....	.....
Evening High	10,644	16,432	16,729	16,756	16,137	19,129	18,764	19,250	18,696
Adult Education	926	1,412	2,007	3,027	2,523	3,007*	3,007*	1,300†	1,369†
Parental Education and Public Speaking	.....	.....	.....	.....	.....	.....	.....	504	903
Junior College	.....	.....	.....	.....	.....	.....	.....	.....	1,681
TOTALS	94,610	102,789	104,601	105,860	105,278	105,350	103,944	102,257	102,088

*Includes Parental Education and Public Speaking.
†Number of individuals counted—not four hour sessions as in previous years.

II (b) Average Daily Attendance by Years

	1927-28	1928-29	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
Kindergarten	2,674	2,725	3,001	3,128	3,154	3,204	2,907	2,647	2,518
Elementary	42,566	40,891	41,417	40,296	39,619	39,180	38,242	37,298	35,270
Junior High	5,238	7,106	7,282	8,533	10,039	10,784	10,960	10,862	10,570
Senior High	11,731	11,929	12,996	14,119	14,566	15,082	15,271	15,474	15,769
Continuation*	3,236	3,314	3,236	3,500	4,000	3,716	3,555	3,348	3,212
Evening Elementary†	796	730	727	640	515	105	60	.....	.....
Evening High†	2,453	3,140	3,147	3,330	3,477	3,557	2,708	2,796	2,725
Adult Education	65	75	113	140	157	151§	136§	156§	166§
Emergency Attendance	.....	1,230	1,302	1,871	2,302	3,736	6,820	707	1,521
Junior College	.....	.....	.....	.....	.....	.....	.....	.....	1,312
TOTALS	68,759	71,140	73,221	75,557	77,829	79,515	80,659	73,288	73,063

*For comparison with State Report, divide by 4.
†For comparison with State Report, divide by 16/9ths.
§Includes Parental Education and Public Speaking.

The difference in total figures in average daily attendance in Table I-c and Table II-b is caused by the following:

Continuation school is shown as 3212 in Table II-b which figure is actual average number per day attending, whereas the figure 803 in Table I-c is converted to regular day school attendance.

Evening High is shown as 2725 in Table II-b which figure is actual average evening attendance, whereas the figure 1533 in Table I-c is converted to a 240 minute day against a 135 minute evening.

I (c) *Average Daily Attendance

	Year 1934-1935	Year 1935-1936	Difference
Kindergarten	2,647	2,518	129 (d)
Elementary:			
Actual	37,298	35,270	2,028 (d)
Emergency	456	1,043	587 (i)
TOTALS	37,754	36,313	1,441 (d)
Junior High 7-8	6,925	6,783	142 (d)
Junior High 9-10	3,937	3,787	150 (d)
Senior High:			
Actual	15,474	15,769	295 (i)
Emergency	251	478	227 (i)
TOTALS	15,725	16,247	522 (i)
Continuation	837	803	34 (d)
Adult Education	141	145	4 (i)
Junior College	.....	1,312	1,312 (i)
TOTALS, DAY SCHOOLS	67,966	67,908	58 (d)
Evening High Schools	1,573	1,533	40 (d)
GRAND TOTALS	69,539	69,441	98 (d)

(d) means decrease; (i) means increase; *Average Daily Attendance is the average of the number of students present during each day of school.

Salary Schedule and Comparison of Levels

SUPPLEMENTING an article titled "Salary Increments Restored," pages 105 through 109, in Superintendent Lee's final report to the San Francisco Board of Education, and an itemization of salaries paid to members of the certificated staff, pages 164-165 of the same report, the subjoined salary schedule forms a complete account of the subject.

The number of teachers upon various levels of the salary schedules for the fiscal years 1934-1936 in the elementary field was as follows:

Rating	1934-35 Teachers	1934-35 Percentage	Basic Salary	1935-36 Teachers	1935-36 Percentage
1 to 3	123	.0902	$1500.00	133	.0989
4	56	.0411	1680.00	55	.0409
5	68	.0499	1744.00	66	.0491
6	61	.0454	1836.00	60	.0446
7	39	.0286	1980.00	42	.0312
8	6	.0040	2064.00	7	.0052
9	22	.0161	2136.00	24	.0178
10	14	.0102	2208.00	15	.0111
11	52	.0381	2364.00	50	.0372
12	99	.0726	2436.00	101	.0751
13	102	.0748	2508.00	98	.0729
14	677	.4967	2580.00	653	.4855
Total	1319			1304	

JUNIOR HIGH SCHOOL TEACHERS

Rating	1934-35 Teachers	1934-35 Percentage	Basic Salary	1935-36 Teachers	1935-36 Percentage
1 to 3	94	.2435	$1800.00	117	.2970
4	21	.0544	1932.00	20	.0508
5	14	.0363	2016.00	13	.0330
6	9	.0233	2100.00	8	.0203
7	13	.0337	2280.00	11	.0279
8	12	.0311	2364.00	11	.0279
9	11	.0285	2448.00	11	.0279
10	21	.0544	2544.00	11	.0279
11	41	.1062	2712.00	46	.1167
12	58	.1503	2808.00	58	.1472
13	92	.2383	2892.00	88	.2234
Total	386			394	

SENIOR HIGH SCHOOL TEACHERS

Rating	1934-35 Teachers	1934-35 Percentage	Basic Salary	1935-36 Teachers	1935-36 Percentage
1 to 3	41	.0684	$2004.00	65	.1078
4	14	.0234	2208.00	13	.0216
5	15	.0250	2304.00	14	.0232
6	24	.0401	2400.00	25	.0414
7	22	.0367	2604.00	23	.0381
8	18	.0301	2700.00	17	.0282
9	16	.0267	2808.00	13	.0216
10	22	.0367	2904.00	20	.0332
11	33	.0551	3108.00	32	.0531
12	394	.6578	3204.00	381	.6318
Total	599			603	

By resolution adopted May 6, 1936, the Board of Education re-established the principle of payment of the annual increment for the year 1936-37. The language of the resolution provided "that any certificated employee not on the maximum salary rating as named herein for his or her position shall be placed on that rating of the salary schedule which is one rating higher than that which he or she received for the school year 1935-36, except as hereinafter provided * * *. Provided further that the maximum ratings for the various classifications shall be as follows":

CLASSIFICATION	Rating
1. Junior College	12th
2. Senior High School	12th
3. Librarians in the Department of Texts and Libraries and Assistants in the Bureau of Research	12th
4. Junior High Schools	13th
5. San Francisco Continuation School	13th
6. Elementary Schools	14th
7. Evening High Schools	5th
8. Assistant Supervisors of Attendance	10th

The complete salary schedule for 1936-37 is as follows:

	Per Annum
Superintendent of Schools	$10,000.00
Chief Deputy Superintendent	6,000.00
Deputy Superintendents	5,400.00
Assistant to Superintendent	3,000.00
Directors "A" 276 days' service	4,800.00
Directors "B" 237 days' service	4,500.00
Assistants to Director of Physical Education	$ 3,300.00
Supervisors "AA" 276 days' service	4,250.00
Supervisors Class "A"	3,900.00
Supervisors Class "B"	3,300.00
Supervisors Class "C"	3,036.00

PRINCIPALS

	Per Annum
Senior High Schools, First Class (61 or more teachers)	$5,100.00
Senior High Schools, Second Class (60 or less teachers)	4,800.00
Junior High Schools, First Class (30 or more teachers)	4,500.00
Junior High Schools, Second Class (29 or less teachers)	4,250.00
Continuation School	4,500.00
Evening High Schools (25 or more teachers) basis of 170 evenings per year greater or lesser service prorated (school year 191 days—$2,304.00)	2,050.68
Evening High Schools (11 to 24 teachers) basis of 136 evenings per year greater or lesser service prorated (4/5 of school year—$1,603.20)	1,426.93
Elementary Day Schools, Class A	4,020.00
Elementary Day Schools, Class B	3,720.00
E'ementary Day Schools, Class C	3,420.00
Elementary Day Schools, Class D	2,880.00

JUNIOR COLLEGE

Administrative

	Per Annum
President	$7,000.00
Vice-President and Dean of Men	5,000.00
Vice-President and Dean of Women	5,000.00
Registrar and Director of Personnel	4,500.00
Assistant Dean of Men	3,600.00
Assistant Dean of Women	3,600.00
Librarian	3,000.00
Assistant to Registrar	3,000.00
Assistant to President	3,000.00

Full Time Schedule

JUNIOR COLLEGE INSTRUCTORS

Minimum of 18 Units per Week

	Per Annum
1st Rating	$2,500.00
2nd "	2,600.00
3rd "	2,700.00
4th "	2,800.00
5th "	2,900.00
6th "	3,000.00
7th "	3,100.00
8th "	3,200.00
9th "	3,300.00
10th "	3,400.00
11th "	3,500.00
12th "	3,600.00

TEACHING INTERNES in the San Francisco Junior College shall receive $100 per unit per annum.

PART TIME INSTRUCTORS shall be paid on the *Full Time Schedule for Junior College Instructors,* prorated for units assigned.

SENIOR HIGH SCHOOLS

	Teachers	Dept. Heads	Vice-Prin.
1st Rating	$2,004.00	$2,184.00	$2,304.00
2nd "	2,004.00	2,184.00	2,304.00
3rd "	2,004.00	2,184.00	2,304.00
4th "	2,208.00	2,388.00	2,508.00
5th "	2,304.00	2,484.00	2,604.00
6th "	2,400.00	2,580.00	2,700.00
7th "	2,604.00	2,784.00	2,904.00
8th "	2,700.00	2,880.00	3,000.00
9th "	2,808.00	2,988.00	3,108.00
10th "	2,904.00	3,084.00	3,204.00
11th "	3,108.00	3,288.00	3,408.00
12th "	3,204.00	3,384.00	3,504.00
13th "			3,600.00
14th "			3,708.00
15th "			3,900.00

Other positions to be paid according to above senior high school teachers' schedule are Librarians in Senior High Schools and Rowing Instructor.

Librarians in Department of Texts and Libraries and Assistants in Bureau of Research shall be paid according to the following schedule and shall serve 276 days:

	Per Annum
1st Rating	$2,304.00
2nd "	2,304.00
3rd "	2,304.00
4th "	2,508.00
5th "	2,604.00
6th "	2,700.00
7th "	2,904.00
8th "	3,000.00
9th "	3,108.00
10th "	3,204.00
11th "	3,408.00
12th "	3,504.00

JUNIOR HIGH SCHOOLS

(Including teachers, Girls High School, Grades 7 and 8)

	Teachers	Dept. Heads	Vice-Prin.
1st Rating	$1,800.00	$1,980.00	$2,100.00
2nd "	1,800.00	1,980.00	2,100.00
3rd "	1,800.00	1,980.00	2,100.00
4th "	1,932.00	2,112.00	2,232.00
5th "	2,016.00	2,196.00	2,316.00
6th "	2,100.00	2,280.00	2,400.00
7th "	2,280.00	2,460.00	2,580.00
8th "	2,364.00	2,544.00	2,664.00
9th "	2,448.00	2,628.00	2,748.00
10th "	2,544.00	2,724.00	2,844.00
11th "	2,712.00	2,892.00	3,012.00
12th "	2,808.00	2,988.00	3,108.00
13th "	2,892.00	3,072.00	3,192.00
14th "			3,276.00
15th "			3,456.00

Other positions to be paid according to above Junior High School teachers' schedule are Librarians in Junior High Schools and teachers of Conservation of Sight.

SAN FRANCISCO CONTINUATION SCHOOL

	Teachers	Vice-Prin.
1st Rating	$1,800.00	$2,100.00
2nd "	1,800.00	2,100.00
3rd "	1,800.00	2,100.00
4th "	1,932.00	2,232.00
5th "	2,016.00	2,316.00
6th "	2,100.00	2,400.00
7th "	2,280.00	2,580.00
8th "	2,364.00	2,664.00
9th "	2,448.00	2,748.00
10th "	2,544.00	2,844.00
11th "	2,712.00	3,012.00
12th "	2,808.00	3,108.00
13th "	2,892.00	3,192.00

DAY TEACHERS OF AMERICANIZATION

(Adults)

(On the basis of five days per week, lesser service to be prorated. If less than a full day, to be prorated as of a full day's service.)

	Teachers
1st Rating	$1,800.00
2nd "	1,800.00
3rd "	1,800.00
4th "	1,932.00
5th "	2,016.00
6th "	2,100.00
7th "	2,280.00
8th "	2,364.00
9th "	2,448.00
10th "	2,544.00
11th "	2,712.00
12th "	2,808.00
13th "	2,892.00

ELEMENTARY SCHOOLS

	Teachers	Vice-Prin. Class "A"	Vice-Prin. Class "B"
1st Rating	$1,500.00	$1,800.00	$1,740.00
2nd "	1,500.00	1,800.00	1,740.00
3rd "	1,500.00	1,800.00	1,740.00
4th "	1,680.00	1,980.00	1,920.00
5th "	1,744.00	2,044.00	1,984.00
6th "	1,836.00	2,136.00	2,076.00
7th "	1,980.00	2,280.00	2,220.00
8th "	2,064.00	2,364.00	2,304.00
9th "	2,136.00	2,436.00	2,376.00
10th "	2,208.00	2,508.00	2,448.00
11th "	2,364.00	2,664.00	2,604.00
12th "	2,436.00	2,736.00	2,676.00
13th "	2,508.00	2,808.00	2,748.00
14th "	2,580.00	2,880.00	2,820.00
15th "		3,036.00	2,976.00

(Other positions to be paid according to above Elementary Teachers' schedule are teachers of physically and mentally handicapped.)

(Vice-Principal of Ungraded School [a Class "C" school] to be paid according to schedule for Vice-Principals of Class "B" schools.)

EVENING HIGH SCHOOL TEACHERS

(Including Trade Extension Class Teachers)

	Per Evening
1st and 2nd Rating	$5.9163
3rd and 4th Rating	6.5445
5th and following	7.0942
Head Technical Dept. Humboldt Evening High	9.6126
Assistant to Principal Humboldt Evening High	7.8534

Evening High School Classroom Teachers, who may be assigned, by Board resolution, to extra work relating to evening high schools, other than instructional services, shall be paid for such extra work on the same basis as for instructional work.

ASSISTANT SUPERVISORS OF ATTENDANCE

	Per Annum
1st Rating	$1,800.00
2nd "	1,800.00
3rd "	1,800.00
4th "	1,932.00
5th "	2,016.00
6th "	2,100.00
7th "	2,280.00
8th "	2,364.00
9th "	2,448.00
10th "	2,544.00

Assistant Supervisors of Attendance shall serve 232 days.

RESERVE OFFICERS TRAINING CORPS

Assistants to Military Science and Tactics Professor	$600.00
Storekeeper and Armorer	900.00

CLASSROOM TEACHER SUBSTITUTES

	Rate per Teaching Day	
	Elementary and Special Elementary	*Junior College, Senior High, Junior High, Continuation
Day Schools	$5.00	$6.50
Evening Schools	3.50	3.50

*The above applies to full time teachers in Junior College.

All substitutes for unit teachers (part time) in Junior College shall be paid on the basis of $1.8055 per unit served.

(NOTE: In all cases of absence on the part of any certificated employee due to illness a substitute must be sent. Exception: As noted in resolution B-1205 of April 21, 1936.)

HOME BOUND CRIPPLED

Teachers for Crippled Children confined to their homes and Home Bound Children—$1.50 per period (one hour).

DAY ADULT CLASSES

Day Parental Education and Public Speaking Classes, Day Adult Hard of Hearing Classes and other temporary adult classes—Rate of $2.00 per hour for each hour assigned.

SATURDAY MORNING CORRECTIVE WORK CLASSES

(Physical Education)

Rate of pay for two hours of service per Saturday morning during the school year, not exceeding 42 weeks per year:

Teachers	$4.50
Assistants	3.50

YARD TEACHERS, if authorized by Board resolution, to receive $120.00 per annum in addition to salary as teachers.

P. S. A. L. TEACHERS, if authorized by Board resolution, to receive $100.00 per annum in addition to their salary as teachers.

TEACHERS IN HOSPITAL CLASSES (SUMMER VACATION PERIOD)

Same rate of pay as Classroom Teacher Substitutes of Elementary Day Schools ($5.00 per teaching day), lesser services prorated.

COMPENSATION OF VICE-PRINCIPALS OR TEACHERS SERVING IN PLACE OF ABSENT PRINCIPALS AND VICE-PRINCIPALS

Class of Principal	*Deduction a Day for Sub. Pay	Add'l Pay a Day to Vice-Prin. or Teacher Serving as Principal	Add'l Pay a Day to Teacher Serving in Place of V.-P.	Pay a Day to Substitute Teacher
Elementary C or D	$ 7.50	$2.50	....	$5.00
Elementary B or A	8.50	2.50	$1.00	5.00
Junior High	11.50	3.50	1.50	6.50
Continuation	11.50	3.50	1.50	6.50
High School	12.50	4.50	1.50	6.50
Evening High	5.00	1.50	....	3.50
Class of Vice Principal				
Elementary	6.00	....	1.00	5.00
Junior High	8.00	....	1.50	6.50
Continuation	8.00	....	1.50	6.50
High School	8.00	....	1.50	6.50

*Deductions per school day from the pay of Principals and Vice-Principals absent from duty on account of illness and entitled to pay under provisions of the School Code, Section 5.750 shall be as above noted.

A regularly employed Vice-Principal or teacher serving in the place of an absent certificated employee on full pay, shall receive no pay in addition to his regular pay as Vice-Principal or as a teacher.

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SAN FRANCISCO